UNION COLLEGE LIBRARY
5 0702 00127697 1

Weeks-Townsend Memorial Library
llege
Barbourville, KY 40906

IN LIBRARY
USE ONLY

Digitized by the Internet Archive
in 2011 with funding from
LYRASIS Members and Sloan Foundation

http://www.archive.org/details/unioncollegecat200004unio

UNION COLLEGE

Undergraduate Catalog

2000 - 2001

Get outside yourself.

Union College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor and Master level degrees, by the Kentucky State Department of Education, and is approved by the University Senate of the United Methodist Church. Union's Department of Business has been accredited for all of its degree programs by the International Assembly for Collegiate Business Education.

It is the policy of Union College not to discriminate on the basis of sex, race, color, disabili age, or national or ethnic origin in the admission of students, in its administration of educational or national programs, scholarships, loan programs, or other school-administered programs, or in athletic participation. Inquiries should be directed to Dr. Edward H. Black, Vice President for Human Resources and Planning.

Table of Contents

A Message from the President 3

The Union College Mission, Vision and Core Values 5

Goals for General Education 8

The Academic Program 11

The Curriculum 25

The Campus Community 101

Admission Information 103

Financial Aid and Fees 111

Academic Calendar 2000-2001 122

The Faculty 126

Faculty Emeriti 128

Administration and Staff 128

Board of Trustees 131

Index 133

Directory for Correspondence

Academic Program and Advisement
Vice President for Academic Affairs 606-546-1611

Admission Information
Vice President for Enrollment and Recruitment 800-489-8646
606-546-1612

Admission to Graduate Program
Dean of Graduate Academic Affairs 606-546-1209

Alumni Affairs
Director of Alumni Relations 606-546-1226

Charges and Payment of Bills
Vice President for Business Affairs 606-546-1201

Gifts and Bequests
Vice President for Advancement 606-546-1218

Student Issues and Concerns, Student Health Services,
Single and Married Student Housing, Campus Activities
Vice President for Student Life & Dean of Students 606-546-1219

Grants, Scholarships, Work-Study and Loans
Director of Financial Aid 606-546-1223

Transcripts, Academic Records, Veterans Affairs
Registrar 606-546-1208

Campus Switchboard 606-546-4151

1907
UNION COLLEGE

A Message from the President

Our Mission Statement states that we are a "learning community dedicated to creating personal, intellectual, and social transformation through the pursuit of knowledge, wisdom, service, and spiritual growth." You are a significant partner in our learning community. Your future will be shaped both by what the College provides as well as by your time and efforts inside and outside of the classroom.

Union's president, David Joyce (center, holding soccer ball), frequently practices with the College soccer team.

Many opportunities will be opened to you in academics, athletics, community service, and student activities. Interaction with faculty is fostered. For most students, one or two faculty members become role models, mentors of enormous influence who often times become lifelong friends and colleagues. The teaching and learning process is different at Union because classes are small, affording more opportunity for personal participation and more interaction with professors. There is immediate, real-time feedback from professor to student and it is difficult to hide in a class of fifteen students.

We provide you with significant opportunities to become involved in activities that foster individual maturation. The geographic compactness of our campus increases opportunities for you to meet and interact with students, faculty, and staff. Numerous opportunities will be provided to you to engage in extracurricular activities and to exercise leadership that will help you to become mature and effective graduates.

We look forward to partnering with you as you pursue your goals.

David C. Joyce
President

The Union College Mission

Union College is a learning community dedicated to creating personal, intellectual and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth.

The Union College Vision

Union College identifies four components of a learning community necessary to effect personal, intellectual, and social, transformation – knowledge, wisdom, service, and spiritual growth. As a private, academically rigorous, liberal arts college of the United Methodist Church, we believe that spiritual growth is not only essential, it is also integrally related to the other components of the transformation process. Based on the Wesleyan vision that education is a union of "knowledge and vital piety," the College provides students an academic program and co-curricular activities that nurture a strong and active faith and lead them to see how a historically grounded religion is viable in contemporary cultures both at home and around the world. The College sees a special connection between service and spiritual growth; redemption is a social as well as an inner, personal experience. While these Wesleyan emphases define the tradition in which the College stands, the College also recognizes that Christian and other religious traditions see the same or similar connections between intellectual development and spiritual growth. Union College thus seeks to cultivate a learning community in which students, faculty, and staff explore together the intellectual and social dimensions of Christian faith.

The College is selective, student centered, values driven and is successful because of its location. The College is located in Barbourville, Kentucky, near the center of the Southern Highlands of Appalachia and is readily accessible to a variety of the Region's provinces with their great diversity of landscapes and historical experiences. The Region is visually appealing and has abundant opportunities for wilderness learning. The problems of the mountains, though sometimes grim and tragic historically, are also fascinating and relevant to many questions of modern life and provide the opportunity to investigate and understand universal applications through study and service.

The College challenges the mind, heart, and spirit by embodying and promoting the love of learning, integrity of character, the spiritual quest, and civic responsibility as embraced by the non-sectarian traditions of the United Methodist Church. The traits of character required for individuals to be successful at worthwhile endeavors are encouraged, nurtured, coached, and modeled at Union College. Union College Core Values are created from the traits of judgment, character, moderation, justice, faith, hope, love, and civic responsibility. Operating principles founded on the core values model and guide the College, its students, faculty, and staff in day-to-day activities, learning, and work.

Union College helps students make learning connections. Students are provided opportunities to master key competencies and given opportunities for practical applications through an academically rigorous liberal arts curriculum. The learning environment of Union College is supported by a well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Diversity of perspectives and the application of knowledge are valued equally with disciplinary expertise and theoretical knowledge. The Core Curriculum reflects this vision and understanding of learning. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions are nurtured through a variety of on- and off-campus learning experiences. Integrated learning opportunities, technology, internships, service-learning, and interdisciplinary seminars are means used to shift the emphasis from just providing instruction to significantly improving student learning.

At Union College, technology is mission driven, outcomes oriented, and consistent with the core values of the College. The College library, academic computing, administrative computing, and network are a single operating unit which focuses on different modes of learning and creating a learning community. Union College actively uses technology to improve teaching and learning and provides convenient access to information resources. The College nurtures an informed and self-sufficient user community through training and instruction.

Union College is a clean, safe, aesthetically pleasing and environmentally responsible campus which promotes social and communal interaction and supports the educational process. The purpose, vision, needs assessment, and evaluation of existing facilities and campus spaces are addressed in the College's facilities master plan. Based on an optimal enrollment of 800 full-time undergraduate students and a total of 1,000 full-time equivalent students, the College is a residential student-centered campus that fosters community and intimacy. Student, academic, and administrative spaces are modern, embrace technology, meet accessibility requirements and include as much flexibility, adaptability, and expandability as possible to accommodate the rapid rate of change in higher education. Campus landscaping and special campus areas help create a learning community. Immediate and future building sites have been identified and the architectural integrity of the campus will be maintained.

An active student life program takes advantage of the area's unique natural resources; promotes social, physical, and intellectual development; encourages personal responsibility; and represents the needs and voices of students on the campus. Students are provided numerous opportunities to participate in campus and off-campus activities which focus on academic and religious issues, wilderness experiences, service learning, governance, as well as literary, music, and professional clubs and organizations. Leadership development is nurtured throughout the College, and students are encouraged to learn and to exercise leadership in their daily lives through such opportunities and forums: the Board of Trustees as student associate trustees, Union College Community Government, residence hall councils, in the classroom, and in the athletic program of the College on and off the fields and floors of competition. The athletic program supports the mission and core values of Union College by creating an atmosphere where participants are viewed and treated as students first and athletes second. Student behavior is guided by the College's core values and operating principles, which promote personal responsibility and accountability.

Union College encourages the development of mutually-respectful and beneficial relationships with local, regional and broader communities through the sharing of cultural and recreational resources, educational opportunities, and economic development opportunities. Community relations efforts produce a strong and positive environment between the College and local and broader communities.

Union College is a financially sound college capable of funding the growth and development of programs, facilities, and scholarships. The College uses a financial planning model which defines the operational premises guiding the financial planning; identifies benchmarks to measure programmatic and financial strategies; and identifies financial ratios and normative data to measure the College's financial health. The College has a comprehensive advancement strategy designed to obtain the needed external financial resources in the form of endowment, gifts, and grants required to meet or exceed the College's needs.

The College's employees are its greatest resource. Individuals are respected and recognized for their contributions, provided fair and consistent treatment, and offered opportunities for personal and professional development. The College attracts gifted and talented persons to the community, provides a climate of support and encouragement, recognizes accomplishments, provides incentives for continued improvement, and holds them accountable for their work and contributions. A formal plan for setting and maintaining salary equity, keyed to benchmark institutions, is in place and is functioning.

Union College has an open, responsive, collegial, and efficient organizational structure that provides the means to achieve the institution's vision and fulfill its purpose. The committee structure and the composition of the Board of Trustees is responsive to the needs and vision of the College. An effective and efficient management organizational structure has clearly defined lines of responsibility and authority. The management organizational structure is responsive and communicates well. The standing committee structure and its composition facilitates the governance needs of the College.

Union College graduates are principled and productive citizens capable of creative thinking and problem solving. They are able to communicate effectively and are life-long learners who see being educated as a quality of mind, not simply an accumulation of facts and professional skills. They have developed habits of thought that value logic, open-mindedness, awareness of historic change and achievements, and sensitivity to cultural diversity. Union College graduates are prepared to assess new situations, to handle career changes, to deal with adversity, and to recognize and seize opportunities. They have been provided the opportunity for an education of high academic quality in a nurturing and challenging environment which both embodies and inculcates a tradition of intellectual, moral, spiritual, and civic virtue which effectively prepares them to be citizens of the world in the 21st century.

Core Values

Preamble

Union College challenges the mind, heart, and spirit by promoting the love of learning, integrity of character, the spiritual quest, the need for civility in all transactions, and the importance of civic responsibility.

Life-Long Learning

We embrace the love of learning and support each other's desire for life-long learning. We foster collaborative, connected, and active learning.

Spiritual Quest

We espouse the spiritual quest. We challenge each other to discover, intellectually articulate and claim a life-affirming spiritual faith and/or philosophy of life.

Civic Responsibility

We advance civic responsibility. We promote leadership and service as a means of achieving civic responsibility. We strive to become servant-leaders.

People

We advocate civility in all communications. We promote integrity of character by actively listening to each other, openly sharing information that may prove helpful to the situation, doing what is right, and being honest. We accept personal responsibility for our actions. We hold each other and ourselves accountable.

Celebrate Successes

We celebrate our people and their successes. We show respect for each other and the things that make our individual roles and contributions unique. We value opportunities and willingness to "get outside yourself."

Goals for General Education

Communications Skills

A primary goal of Union College's academic program is to help students develop and improve their communications skills. This includes both expression (the ability to convey information and ideas to others) and comprehension (the ability to receive and understand information and ideas conveyed by others). An acceptable level of expression includes the ability to write and speak in a clear and cogent fashion, while comprehension requires the ability to read college level material, listen to lectures and retain and understand the content of the material presented. Therefore, a Union student should, by graduation, be able to:

1. write a clear and cogent essay based on his or her own ideas, which obeys the basic rules of grammar, spelling, and punctuation;
2. prepare and deliver a logical and organized oral presentation;
3. read and integrate information into previously acquired knowledge; and
4. listen to a lecture or presentation and recall and understand the major points.

Ethics and Values

As an institution related to the United Methodist Church and one fostering Christian values, Union College does attempt to develop ethical standards as an important part of any student's education. Students should learn to think about and discuss values and ethics and become aware of the major religious and ethical perspectives of humankind. The College encourages an awareness of the Christian faith and believes that students should develop a tolerance toward the viewpoints of others. Upon graduation, the Union student should be:

1. familiar with today's major religious and ethical ideals, and how they developed;
2. tolerant toward and respectful of these different views and ideals; and
3. able to think about and articulate problems and issues related to ethics and values.

General Knowledge

No education is complete without the acquisition of a solid base of general knowledge. Without such knowledge, the student will not be capable of developing his or her thinking and reasoning abilities. With this knowledge, students will have a storehouse of information that will help them more effectively exchange ideas, thoughts, and feelings with others. The constant expansion of and change in the corpus of information means that it would be futile to attempt to define precisely on a long-term basis what a student should know. Nevertheless, there are certain areas with which the student should be familiar, at least in general terms. By graduation, the Union student should have:

1. an ongoing interest in and appreciation for music, literature, and the arts, and the traditions on which these fields are founded;
2. an informed acquaintance with the natural and social sciences and technology, and a general awareness of their continuing impact and development through the ages; and
3. acquired reasonable mathematical and quantitative skills.

Critical Thinking and Problem Solving

The ability to think critically and to analyze and solve problems is an absolutely essential skill. In an increasingly complex world characterized by a constantly expanding flow of information, it becomes more and more necessary for educated persons in every field to be able to arrive at responsible and considered decisions. A college graduate who lacks these abilities is unlikely to succeed in any area of endeavor. Thinking and analysis develop over many years and cannot become fully developed during an undergraduate career. Union desires that its students make progress in this direction, however, by developing or improving upon their ability to:

1. understand abstract ideas;
2. analyze problems that involve complex sets of facts and relationships; and
3. think and reason in a critical, logical, and objective fashion.

Context

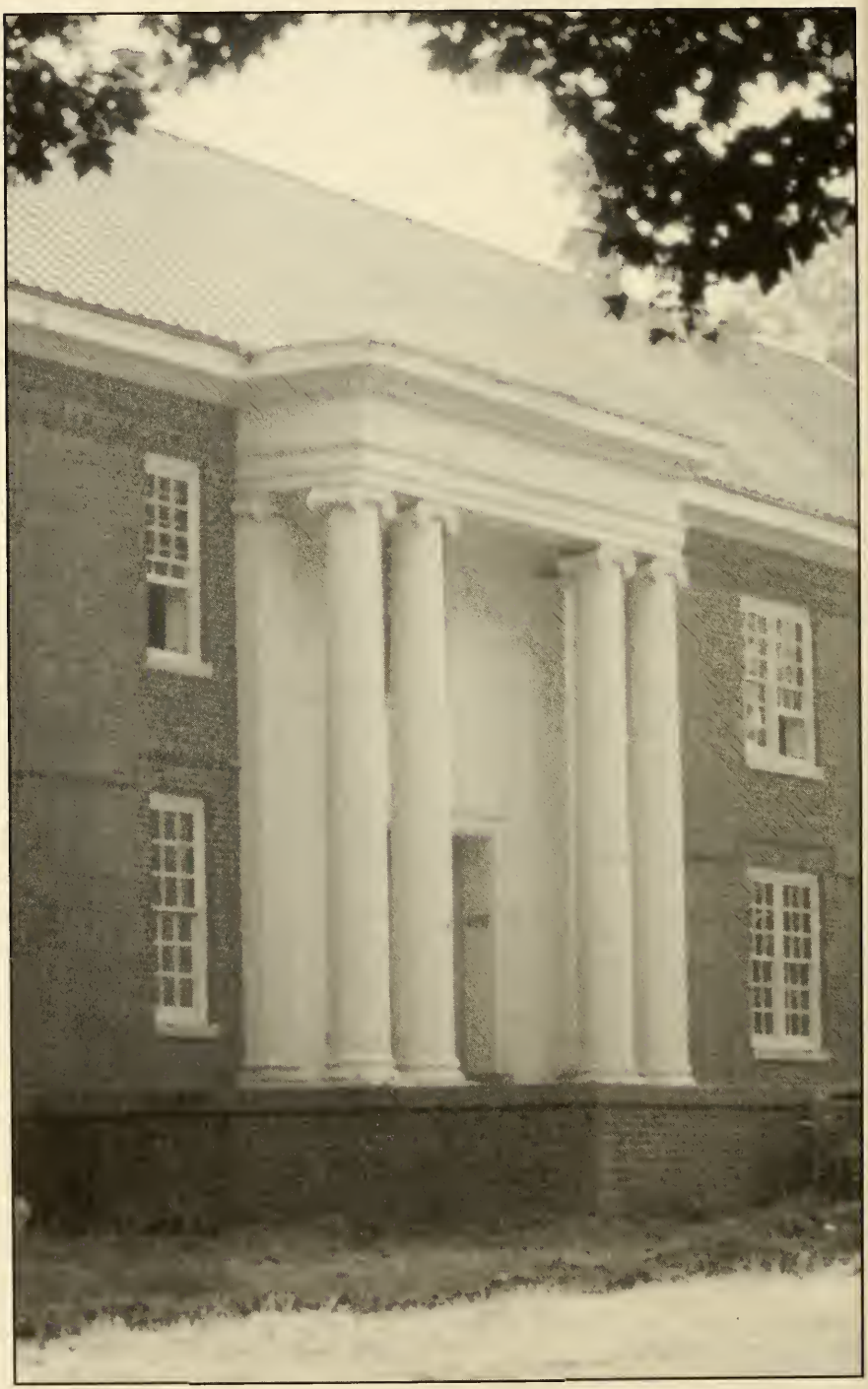
Understanding the modern world depends upon an adequate comprehension of the forces that continue to shape societies. There are many different interpretations of and explanations for the current world situation, and students are free—and encouraged—to develop their own opinions. During the college years, students have the opportunity to learn about the context of modern civilization—its antecedents and structure. By the completion of their undergraduate program, students should have:

1. increased their understanding of how the modern world works, including its peoples' increasing interdependence;
2. acquired a basic knowledge and appreciation of other cultures; and
3. developed an interest in, and comprehension of, current events and their history.

Learning Skills and Personal Development

The development of learning skills and personal development are important goals of all programs at Union College. In addition, courses are offered which are specifically designed to develop learning skills where these are lacking, helping students "learn how to learn." Students are also expected to become familiar with ways in which the library supports and complements a liberal arts education and how libraries can serve them throughout their lives. All students are offered the opportunity to use computers to assist their educational experience and to learn how the computer can be useful to them personally.

Commitment to the goal of personal development is evidenced at Union College by the requirement that all students extensively experience the liberal arts. Of special importance is Union's mission to serve the Appalachian people by making a liberal arts education available to the community. Students graduating from such a program will have developed a degree of confidence in their ability and will be prepared to go on in life with the expectation of success in a chosen endeavor. Appalachian students will also develop an increased appreciation of their own culture, place, and importance in the world.



The Academic Program

Vernon Miles, Vice President for Academic Affairs
Janet Tarry, Associate Academic Dean
Sharon Sproule, Administrative Assistant

Academic Calendar

Union College operates on an early semester system. The Fall semester begins in late August and ends before Christmas. The Spring semester runs from January to early May. The College has a three-week May interim session as well as two five-week summer terms.

Freshman Seminar

Union College requires all full-time incoming freshmen and transfer students with less than 12 credit hours to take the Freshman Seminar course. Classes for this one-hour course meet twice per week. The goal of this course is to maximize the student's potential to achieve academic success and to adjust responsibility to the individual and interpersonal challenges presented by collegiate life. Each course will cover a variety of topics considered essential to meeting this goal.

Disability Accommodations

The Office of Special Programs provides reasonable accommodations to students with documented disabilities. It is the student's responsibility to notify the Coordinator of Academic Support in the Special Programs Office, and to provide documentation of the disability. After documentation has been provided, the Coordinator will confer with the student to discuss the options available.

Course Load

The normal undergraduate student load is sixteen semester hours per semester. Students who have an average academic standing may register for a maximum of eighteen semester hours credit per semester. Students who attain a "B" average are permitted to earn up to twenty-one semester hours per semester. Any exceptions must be approved by the Vice President for Academic Affairs.

The maximum load in the May interim is three semester hours. The maximum load in each summer term is seven semester hours.

Class Attendance

1. Class attendance is required. Students are responsible for all work from the first day of class and are expected to attend all meetings of all classes for which they are registered.
2. All faculty members are expected to keep accurate records of class attendance.
3. Class absences due to circumstances beyond the control of the students will be excused by the instructor involved if the request is made within one week of return to campus. Class work or tests in these classes must be made up.
4. Class work and tests missed by the student while participating in an activity sponsored by Union College may be made up only when the faculty sponsor of such an activity signs the official absence list of students.

Withdrawal from Courses

Withdrawal does not happen automatically when a student stops attending a class. Official withdrawals are made only on forms provided by the Registrar's office. It is the student's responsibility to complete this form, obtain the signatures needed, and return it to the Registrar's office. Failure on the part of a student to complete the withdrawal procedure will result in a grade of "F" for the term.

Course Numbering System

Courses numbered 100 or 200 are intended primarily for lower division students, and 300- and 400-level courses are generally reserved for upperclassmen. Freshmen or sophomores wanting to enter 300- or 400-level courses should confer with the department chair involved for permission to enroll. 400G, 500- and 600-level courses are restricted to graduate students.

Courses with hyphenated numbers (101-102) are used when the first semester is a prerequisite to the second.

Reserved Course Numbers

Some special numbers are reserved for specific types of courses or studies. They may be used in any department although they are not shown in the following pages under the specific listings.

001-099	Non-credit special interest courses
181, 281, 381, 481, 581	"Special Topics" courses — classes developed on a one-time or experimental basis, or a special innovative class
282, 482, 582	Special workshops, credit or non-credit
183, 283, 483, 583	Television courses through Kentucky Education Television Network
184, 284, 384, 484	May interim courses not listed under a regular catalog number
285, 485	Experiential Education - study abroad, internships, cooperative work, experience and vocational work experience
287, 487	Field Practicum in specialized areas
495, 595	Independent Study - individual research on approved topics not found in traditional courses. May be repeated on different topics.

Special Notations

Each course description indicates the semester the course will be offered - (F) for Fall Semester, (S) for Spring Semester and (Sum) for Summer Session.

Many regular year courses are offered in summer sessions but are not guaranteed offerings.

Courses indicated as being offered in "Even Years Only" are offered on an alternate year basis in academic years *beginning* with even numbers, such as 2000-01. "Odd Years Only" courses are offered on an alternate year basis in academic years *beginning* with odd numbers, such as 1999-2000.

Students should consult regularly with their advisors to ensure proper progress toward their degree. In the junior year, a curriculum plan is completed by the Registrar. This indicates the courses the student has already completed toward the degree major on file in the Registrar's office. **Each student is responsible for completing all requirements.**

The Grading System and Quality Points

Marks are reported in letters as follows:

A — Represents distinctly superior work, valued at four quality points for each semester hour

B — Represents above-average work, valued at three quality points for each semester hour

C — Represents average work, valued at two quality points for each semester hour

Cr —Indicates that a course has been passed satisfactorily

D — Represents inferior but passing work, valued at one quality point

F — Indicates failure with 0 credits and 0 quality points for each semester hour or failure to officially withdraw from a course

Beginning with the 1995-96 academic year, plus or minus may be added to the final grades and appear on the transcript; however, that will not affect the grade point average.

W —Indicates that a student withdrew during the first 12 weeks of the semester

I — Indicates that in the opinion of the instructor, the student has not been able to complete the required work of the course on time due to unavoidable circumstances.

This grade is issued solely at the discretion of the instructor. A grade of "I" submitted to the Registrar must be accompanied by a written statement from the course instructor which includes: 1) why the "I" was given; 2) the requirements that must be met by the student to remove the "I"; 3) the deadline the student has for meeting these requirements, and 4) the consequences of the student failing to meet these requirements by the deadline. The Registrar will send a copy of this statement to the student. An "I" received at the end of any semester must be removed before the end of the six-month period following the date on which the "I" was issued. Any extension to the six-month time limit must be made by agreement of the Instructor, Department Chair, Registrar and Vice President for Academic Affairs.

Quality Point Standing

The quality point standing of a student is determined by dividing the total quality points earned by the total number of semester hours registered minus the number of hours of Credit and Incomplete recorded.

Classification of Students

Freshman	less than 32 semester hours
Sophomore	32 semester hours
Junior	64 semester hours
Senior	96 semester hours

Credit/Fail Option

The purpose of the Credit/Fail option is to provide the opportunity for students to explore elective courses outside their area, major, or minor without engaging in competition with students specializing in those subjects and without jeopardizing their grade point average.

This option excludes all courses in the Liberal Education Core and any area, major or minor. It is available only to those students with at least sophomore classification and those maintaining a 2.0 grade point average. This option is also available to transfer students of sophomore classification and who have completed at least twelve hours of satisfactory work at Union College.

This option allows that no more than fifteen semester hours may be applied toward graduation with a Bachelor's degree, no more than two courses per academic year (July though June), and only two courses in any single discipline. No more than nine hours may be applied toward graduation with an Associate's degree.

A student must apply in the Registrar's office for the Credit/Fail option by the last date identified in the current academic calendar to withdraw from a course with a grade of "W." It is a matter between the Office of the Registrar and the student. The information is not available to instructors except when the student communicates the same to the instructor. A grade of "D" or above will be recorded as CR and an "F" will be recorded as such, but will not affect the grade point average.

Examinations and Reports of Marks

Examinations are held at the close of each semester. Tests are held at such times during each semester as the instructors may determine. Mid-semester and semester grades are reported by the instructors to the Registrar. **Mid-semester grades** are sent to the students' advisors as soon as possible, and students may obtain their grades from their advisors. Copies of **final semester grades** are mailed to the address designated by the student. Only final grades become a part of the student's permanent record.

Grade Appeal

Students are entitled to redress any grievances relative to grades. Students have one year in which to question any grade on their transcript. After that time the grade is permanent. Please refer to the student handbook or contact the Office of Academic Affairs.

Honor Students

Union College recognizes excellent scholarship in three ways: the Dean's List, the Presidential Laureates and graduation with honors.

The Dean's List is comprised of those students who have completed at least 12 hours of graded work with a 3.25 grade point average and no grades of "I" for the semester. This list is published after the fall and spring semesters.

Presidential Laureates are those students who meet all requirements for the Dean's List and achieve at least a 3.75 grade point average for two successive semesters with at least 12 hours of graded work and no grades of "I" in either semester. The two summer sessions may be counted as one of these semesters if the minimum hours have been earned. The list of students designated as Presidential Laureates is published after the fall and spring semester.

Academic Probation and Suspension

Students falling below the following grade point average and corresponding minimum semester hours will be placed on academic probation:

Freshmen	1.80
Sophomores (32 hours)	1.90
Juniors (64 hours)	2.00
Seniors (96 hours)	2.00

Probationary students are closely monitored by the Admission and Academic Standing Committee of the College. Students who are admitted, placed, or continued on academic probation may be restricted as to courses taken, credit hour limitations, required to repeat courses in which low grades have been earned, lose College financial aid, or be suspended from the College after an established period of time.

A student admitted to the College on academic probation may have either one or two semesters in which to meet the minimum academic standards. Failure to attain the required GPA at the end of any said semester may result in suspension from the College.

A student admitted to the College in good standing will receive notification of academic probation if the GPA is below the minimum required after the first semester. Notification of academic suspension may be sent to the student at the end of the second consecutive semester in which the cumulative GPA falls below the required minimum standard.

A student under academic suspension from Union College must sit out one semester before being considered for readmission. At the discretion of the Admission and Academic Standing Committee, a student may be suspended for one full academic year. The student must reapply through the Office of Admission in order to be readmitted to Union College. Readmitted students may be subject to restrictions as established by the Committee relative to number of hours allowed and the repeating of courses. Any student readmitted after suspension from Union will be readmitted on academic probation.

Academic Amnesty and Academic Failure

Academic amnesty may be granted for one term only. Students having received a GPA of less than 2.0 in a semester may apply in writing to the Registrar after having completed two consecutive full-time semesters or twenty-four hours of part-time work with a GPA of 2.0 or better. Twelve semester hours earned during the summer terms may be counted as one semester. Course titles and grades remain as previously recorded on the transcript and credit will be given for courses with grades of "C" or better. None of the grades in the semester for which academic amnesty is granted will be used in calculating the GPA. Transfer students bringing less than a 2.0 GPA or having received any form of academic amnesty at another institution do not qualify for any amnesty option at Union. Students who receive amnesty will not be eligible for academic honors based on cumulative GPA.

Failure or quality point deficiencies in any course work done in residence cannot be removed by transfer credit, correspondence work or independent study.

Academic Honesty

Union College expects a high standard of academic integrity. Academic dishonesty, such as plagiarism, unauthorized collaboration, or cheating, undermine the academic integrity of each student and of the institution by violating the spirit of a true learning community and, therefore, will not be tolerated. Examples of academic dishonesty may include:

1. Plagiarism - taking words, sentences, ideas, and so on, from another and presenting them as one's own. This includes any improperly documented sources, including electronic or on-line papers, presentations and the like.
2. Writing papers for other students
3. Cheating (using illegal notes, copying, etc.) on examinations
4. Unauthorized collaboration - unauthorized assistance with written or oral material.

Incidents of academic dishonesty will be dealt with by the individual professor in collaboration with the appropriate department chair and the Vice President for Academic Affairs. All incidents of academic dishonesty will be reported in writing to the Office of Academic Affairs. The professor may impose any number and degree of penalties, including administering another assignment or assigning an "F" for the course. The Vice President for Academic Affairs may suspend any student from the College for academic dishonesty.

Students have a right of appeal and of due process. Procedures may be found in the student handbook.

Portfolio Development Program

The Portfolio Development Program is a program designed to accommodate non-traditional students who have not been to college before or who dropped out of college in previous years and would like to return. It is structured to make it possible for these students to earn academic credit for prior learning that has come from life/work experiences. Students must register for the initial course, Portfolio Development, in order to learn how to develop a portfolio document. For further information, contact the Director of Portfolio Development or the Office of Admission.

College-Level Examinations Program (CLEP)

Union College is a regional testing center for the College-Level Examination Program (CLEP). The CLEP tests provide college credit for material students have mastered through self-study or non-accredited classes. As an Open Testing Center, Union administers CLEP exams the second week of August, October, February and April. Students must register and pay the non-refundable fee at least three weeks in advance allowing the Testing Center time to order and receive the tests.

Degree-seeking students enrolled at Union College can earn up to 30 semester hours of credit toward a four-year program; 15 hours may be earned toward a two-year program. Credit may not be earned, through CLEP, for courses required for teacher certification by the Kentucky Department of Education. CLEP cannot be utilized to make up a failed course.

Exams in the general battery must be taken before the student achieves sophomore status. Further information is available in the Office of Special Programs.

Credit by Examination

1. If a student wishes to receive credit by examination, he or she should first discuss the possibility with the appropriate faculty member.
2. The student will obtain the form for credit by examination from the Office of the Registrar and pay the appropriate fee at the Business Office.
3. The faculty member will prepare and administer the examination and maintain the results on file in his or her office.
4. The recommendation of the faculty member and the examination will be forwarded to the department chair for review. If the department chair does not agree with the evaluation, a meeting will be scheduled with the Vice President for Academic Affairs.
5. The faculty member will return the completed form to the Registrar's Office. Successful completion of the challenge examination will be recorded as "CR" on the transcript. An unsuccessful challenge will not be recorded.
6. Students enrolled in a course may request a challenge examination only within the period when a new course may be added.
7. Challenge examinations may not be used to repeat a course or remove an "F" from the transcript.

Individualized Major

An individualized major is available for students whose special interests cannot be accommodated within the established majors at the college. This self-designed major must meet the following criteria:

* A self-designed major cannot duplicate existing majors offered by the college and must be interdisciplinary in its composition.
* A student must have a minimum GPA of 3.0 to apply for the individualized major and a sophomore standing.
* Individualized majors must include no less than 39 semester credit hours at the 200 or above level with at least 15 semester hours 300 and above. No more than 9 hours can be earned by independent study. Under normal circumstances no more than 6 hours can be earned by transfer credit.
* A senior project must be completed in the major and can count up to 3 credit hours of independent study.

Procedures for the individualized major:

* Students seeking an individualized major must have an advisor selected from the teaching faculty from a discipline related to the self-designed major plan. In some cases, two advisors may be selected from different departments to oversee the work.
* In consultation with the advisor or advisors, students seeking an individualized major must offer a detailed plan of study, a rationale for undertaking a self-designed major, and a curriculum plan for the degree. The application should be submitted and approved before beginning the program of study. The chairs of the departments involved must approve the plan of study. One of whom will take the plan to APC (Academic Policy Committee) for final approval by October 1 for programs commencing in the spring semester and March 1 for programs commencing in the fall semester.
* Students graduating with the individualized major will receive either a B.A. or B.S. degree in the field of study with an individualized major notation.

Independent Study and Experiential Education

Union offers to qualified students the opportunity to work independently to earn credit toward graduation. This option is reserved primarily for junior and senior students who have demonstrated the academic maturity to be able to accomplish the rigorous requirements of independent inquiry and study. For this reason, except in very unusual circumstances, independent studies are reserved for students who wish to pursue special areas of inquiry not normally examined by the curriculum in which they are enrolled. These can be in-depth studies of a particular topic or a broader examination of a topic only touched upon in the major.

Registration for either of these options is during the designated time period for registration of other courses. Deadlines for adding courses should be adhered to for Independent Study and Experiential Education. Because of the nature of independent study and experiential education, students are expected to engage in the independent study project or experiential education experience during the semester for which they are officially enrolled for the project or experience, rather than in the preceding or following semesters. Forms can be obtained from the Registrar's office.

Because of the nature of independent study and experiential education, neither should be used to satisfy Liberal Education Core requirements or to replace required courses in the major. Moreover, failure or quality point deficiencies in any course work done at Union cannot be removed by Independent Study or Experiential Education.

Correspondence Courses

Any student planning to graduate from Union College must receive permission from the Registrar to register for correspondence courses.

Students applying for permission to earn correspondence credit must follow the same guidelines as stated for full-time students under "Course Load" on page 11. The stated number of hours will apply only for the semester or term in which the student registered.

Not more than six semester hours of correspondence work done in one academic year will be accepted by the College. Not more than six semester hours in a major may be completed by correspondence.* Not more than a total of 16 semester hours of correspondence credit will be accepted.

*Not more than six hours of correspondence credit may be accepted during the senior year. Graduating seniors must complete any correspondence work needed for graduation at least four weeks before the date of Commencement. Failure or quality point deficiencies in any course done in residence cannot be removed by correspondence.

Transfer Credit for Union College Students

A student at Union College who wishes to take course work at another accredited college or university must obtain written permission from the Registrar before enrolling in the course. Union College students cannot register for more than a total of 18 semester hours per term, including all off-campus courses, without the consent of the Vice President for Academic Affairs.

Failure or quality point deficiencies in any course work done at Union College cannot be removed by transfer credit, correspondence work, or independent study. Transfer work does not affect a student's Union College grade point average.

Students who have earned as many as 61 semester hours at Union College may transfer a maximum of six semester hours during their final 24 hours of baccalaureate work. Students who have earned fewer than 60 hours credit at Union College may transfer a maximum of six semester hours to Union during their final 38 hours.

Associate degree students who have earned a minimum of 32 semester hours credit at Union College may transfer a maximum of six semester hours to Union during their final 18 semester hours.

Transfer credits will be considered based on the following policy:

1. Transfer credits from other institutions will be evaluated on how closely they match the *intent* of a particular section of the Union College Liberal Education Core, a major, minor, or area. The initial review will be conducted by the Office of the Registrar based on generally accepted practices, and in consultation with the appropriate department chair when questions arise.
2. Students who are denied equivalency credit for a course in the Union College Liberal Education Core, or a course required in a major, area of concentration, or minor will have the right to petition for approval. The petition will be made to the Registrar, who will consult with the appropriate department chair. Department chairs will consult with the appropriate professor before making a recommendation to the Registrar.
3. The student will have the right to appeal the decision to the Vice President for Academic Affairs in the event that the initial petition is denied. The decision of the Vice President for Academic Affairs shall be binding, and may be made on the basis as an exception to a general rule due to special circumstances, or may be issued as a precedent to guide future transfer credit evaluations.

Assessment Day Activities

Union College has developed a plan of action related to ongoing assessment of its academic programs as well as other aspects of the college community. This is a continuous program throughout the school year, but much of the data collection will center around an Assessment Day, identified in the school calendar, when students are expected to participate. Assessment is not only required by the Southern Association of Colleges and Schools, but it is also extremely important in improving the quality of Union College's academic and non-academic programs. Questions related to Program Assessment should be directed to the Director of Assessment or the Vice President for Academic Affairs.

Convocations

Union College provides a convocation program to gather its community together for reflection, for challenging faith and for promoting dialogue. This is in keeping with Union's mission statement: "Union College is a learning community dedicated to creating personal, intellectual, and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth."

The program includes a limited selection of required events and a flexible menu of activities from which students can choose throughout the year including: college assemblies, lectures, theatre productions, worship services, fine arts concerts and special gatherings.

Clean, neat and modest attire is the basic dress code.

Graduation Requirements

Students must apply for graduation **the semester before** they plan to complete graduation requirements.

The candidates must satisfy the following requirements:

1. Minimum of 128 semester hours, of which at least 25 percent (32 semester hours) must be earned at Union College. Thirty two of the last 38 hours must be earned in residence at Union College. Students who have earned as many as 61 semester hours at Union College may graduate with 18 of the last 24 hours earned in residence. (At least 39 semester hours must be in courses numbers 300 or above.)
2. Quality point standing of 2.00 overall and at Union, and in all courses taken in the major or minor fields unless a specific department requires a higher grade point average.
3. Completion of the Liberal Education Core.
4. Choice of either the Bachelor of Arts, Bachelor of Music or Bachelor of Science degree as appropriate to the major or area. For the Bachelor of Arts degree, the equivalent of 12 semester hours in a single foreign language not native to the student (or for some majors the equivalent of six hours in each of two foreign languages not native to the student) is required. Equivalency

shall be determined by the successful completion of the second year of the language (for second semester of two). Students with prior training in the language at the high school level may be eligible for advanced placement in the sequence of courses and meet the requirement with fewer credit hours.

For the Bachelor of Music or the Bachelor of Science degree, see descriptions of individual major or area for any additional requirements.

5. Completion of either:
   a. A major as determined by the faculty of the individual discipline. Majors are offered in: Accounting, Biology, Business Administration, Business Education, Chemistry, Christian Education, Communication, Criminal Justice, Drama, Elementary Education, English, Health, History, History and Political Science, Mathematics, Middle Grades Education, Music, Music Education, Philosophy/Religion, Physical Education, Physics, Psychology, Recreation Management, Religion, Secondary Education, Special Education, Sociology, and Sports Management.

      Minors are offered in: Accounting and Finance, Appalachian Studies, Athletic Training, Biology, Chemistry, Communication, Computer Information Systems, Criminal Justice, Drama, Economics, English, Environmental Studies, Health, History, Management, Marketing, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, and Sociology.
   b. An area, the structure of which is determined by the faculty of the department in which the area requirements are met. Areas are offered in: English, History and Political Science, Mathematics-Physical Science, Science, and Social Studies.
6. At least 39 semester hours offered for graduation must be earned in courses numbered 300 or above. At least 6 semester hours 300 and above, earned at Union, must be included in any minor; at least 12 semester hours 300 and above (evenly distributed in the two fields if this is a combined major), earned at Union, must be included in a 30-hour major; at least 18 semester hours 300 and above earned at Union must be included in an area or 54-hour major.
7. Participation in annual Assessment Day testing activities is required each year of all senior students.

Advice in arranging schedules and choosing courses is always given gladly; however, each student is responsible for completing all requirements.

Combined Degrees

The bachelor's degree may be granted to students who have completed three years of work at Union College and one year of work in an accredited professional school with the following provisions:

1. The work in the professional school must continue the curriculum in which the student has been enrolled at Union College (pre-law, pre-dentistry, pre-medicine, etc.).
2. The student must have completed satisfactorily the minimum requirements for three years of pre-professional work at Union College (96 semester hours with a quality point standing of at least 2.00) and also the Liberal Education Core for graduation, including the foreign language requirement if a B.A. is desired.
3. The student must have completed satisfactorily the minimum requirements for one year of study at the accredited professional school. The number of credits at the end of the four years of study must total at least 128 semester hours.

Academic Records

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Registrar receives a request for access. Parents or eligible students should submit to the

Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the parent or eligible student, the College will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College as an administrator, supervisor, instructor, or support staff person (including health or medical staff and law enforcement personnel); a person serving on the school board; a person or company with whom the College has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The College will release directory information to the general public in response to a legitimate request unless the student concerned files a written request with the Registrar within three weeks of the beginning of the term that such information is to be withheld from the public. Directory information is defined as student name, address, dates of attendance, date of birth, degree(s) earned, and previous educational institutions attended.
5. Union College will, however, release records and accounts pertaining to veterans, as well as to other students, to appropriate U.S. Government representatives. This exception to all other federal laws is found in Title 38 of the U.S. code, Section 1790(c).
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-4605

Degrees with Distinction

There are three grades of honors designated respectively: *cum laude, magna cum laude,* and *summa cum laude.* These honors are conferred at graduation upon students who satisfy the following conditions of scholarship:

The honor of *cum laude* is awarded to those students who have earned an average standing of 3.5 overall and at Union.

The honor of *magna cum laude* is awarded to those students who have earned an average standing of 3.75 overall and at Union.

The honor of *summa cum laude* is awarded to those students who have earned an average standing of 3.9 overall and at Union.

Students coming from other colleges may receive honors on completing 64 semester hours of resident study and satisfying the conditions of scholarship prescribed by the faculty, provided they also furnish such evidence of high scholarship in the institution from which they come as may, in the judgment of the faculty, entitle them to become candidates for honors under the regulations.

Academic Services

Academic Advising

Academic advising is considered to be one of the two most important tasks of the faculty — teaching being first. Each student will meet with an academic advisor on an individual basis to select courses for each semester. The advisor is also available to help each student learn how to use the resources at Union College, and to find solutions to problems which the student might have.

Each student is assigned an academic advisor in the chosen field of study. Students who have not made a vocational or professional choice will also be assigned an academic advisor. Upon declaring a major, an advisor in that field will be assigned.

Students who wish to change advisors/majors must register these changes with the Office of Special Programs.

Career Planning and Placement Services

Upon admission to Union College, students will begin a process whereby career planners and faculty advisors assist them to articulate their career goals, to select academic courses of study appropriate to those goals, and to achieve suitable placement upon completion of their studies.

A Career Counselor is available for all students. It is highly recommended for those who are undecided in their major to visit the career counselor. Career interests and life goals may be defined through the use of career interest inventories, computer guidance programs, and workshops designed to help students clarify their direction in life.

Curriculum Plans

During the junior year, a curriculum plan will be completed by the Registrar. This indicates the courses the student has already completed toward the major on file in the Registrar's office. This is an agreement between the College and the student. Once the curriculum plan has been completed, only changes approved by the Registrar are binding on the College.

Academic Resource Center

The Academic Resource Center (ARC) provides free services to Union College students in several academic support areas. The ARC serves the needs of Union College students with day hours Monday through Friday and evening hours Sunday through Thursday. Contact the Academic Support Coordinator of Special Programs for more information.

Individual tutoring is available in a variety of subject areas in both upper and lower division classes. Students may work with a tutor to review for classes, refresh study skills, or prepare for professional examinations.

Computer Assisted Instruction

Students may also work independently, using one of the many computer programs to prepare for the pre-professional exams, such as GMAT, LSAT, MCAT, GRE, and Praxis.

Supplemental Instruction

Union College provides an academic assistance program known as Supplemental Instruction (SI) that has proven to increase student academic performance.

Each semester, courses that have been deemed academically challenging are selected for SI. Student leaders who have previously excelled in the designated courses are selected by the

instructors of the courses to attend each class session, take notes and participate in class discussions, and hold three study sessions each week outside of class. SI is introduced to the students the first day of class, and the sessions are composed of students with varying academic abilities which provide a support system within the group. The concept of collaborative learning in a relaxed atmosphere helps students develop and integrate effective learning and study strategies while mastering course content.

Learning and Information Services

The learning and information faculty and staff are dedicated to providing members of the Union College community the information resources needed to meet their education goals. This is accomplished through four individual units working as a team to provide access to print and non-print materials, data and voice communication, institutional data, and the education needed to utilize the information.

Weeks-Townsend Memorial Library

The Weeks-Townsend Memorial Library provides a variety of resources and services to support and enrich the College's academic programs. The library, located in the center of campus, houses a collection of more than 120,000 books, periodicals, government documents, media materials, and on-line reference and full-text databases. Library functions, including the Online Public Access Catalog (OPAC), circulation, and reserves, are fully automated through the Sirsi Unicorn Collection Management System. The OPAC is accessible through the campus network and the World Wide Web. The library can accommodate over 300 persons in a variety of seating arrangements, including study carrels, tables and a computer lab. The library is wired for laptop access to the campus network. The library participates in state, regional and national networks, including the Kentucky Library Network and Southeastern Library Network.

Access to media, equipment and the Internet is provided in the library. The 21-seat computer lab is the center of campus access to the Internet, including e-mail and the World Wide Web. The lab also provides access to word-processing, spreadsheets and course-specific software. The Learning Resource Center provides educational media materials for classroom use and individualized study. The Curriculum Collection supports the Education Program by providing a specialized collection including elementary, middle grades and high school curriculum materials and a juvenile collection. The library contains several other special collections including the Cumberland Cap Genealogy Collection and the Lincoln-Civil War Collection. The library also serves as the repository for the College archives. The library staff offers individual and group bibliographic instruction and instruction in the use of equipment, computer resources and special collections.

Academic Computing

The College has a variety of computers accessible to students. The library and Centennial computer labs each contain 21 workstations and a laser printer connected to the campus network. The labs provide access to the Internet, World Wide Web and e-mail. A third lab, the Hensley lab also located in Centennial Hall, provides the same type of access with 15 computers. The labs are open a variety of hours each week to support the academic programs and provide student access to the campus network.

Network and Communications

The network and communications unit, located in the library, provides support for campus data and voice communication. Equipment maintenance and software installation are two of the main responsibilities of this unit. The staff of the network and communications unit provides oversight of the academic computer labs with the assistance of student employees.

Administrative Computing

Administrative computing supports the administrative functions of the campus. This area recently underwent a major upgrade, which will provide the administration with state-of-the-art software and allow expanded support for the academic programs. On-line advising and registration are two of the services that will be available following full implementation.

Service Learning

Typically centered around service trips taken during the fall mid-term and spring break periods, a service learning course is offered for one hour of credit. Students may take the class up to three times for credit. All students who attend the trips must attend the class sessions whether the individual opts to take the class for credit or not.

SLRN 121, Service Learning — designed to provide students with experience and reflection during a mid-term break or during a semester project concerning the nature of community and social problems, and to prepare students for civic engagement and social responsibility. The course will include a supervised service learning component through which students will develop skills and knowledge to meet community needs and better understand societal problems.

Community Education and the UC INSTITUTES

Life-long learning is provided at Union College through courses, workshops, seminars, travel, service-learning, and outdoor adventure programming. Programming addresses a wide range of adult-learning and continuing educational, avocational, and leisure interests and needs. Through partnerships with community, agencies, schools, business, and industry, Union is able to emphasize the importance of life-long learning while meeting specific needs of different segments of the community. Adults study for personal enrichment, to acquire new skills for career advancement and leadership training, or to enjoy cultural, leisure, and outdoor adventure activities. The close student-to-instructor rapport that characterizes Union College adds an exciting dimension to these learning experiences. Students may earn continuing education units for selected short courses and college credit for telecourses available through Kentucky Educational Television. The community education component addresses the process of life-long learning and includes specific requested classes. Union College is able to provide special customized adult-learning program of a single-day or multiple-day format through the U.C. INSTITUTES, the Turner Outdoor Center, and the Community Outreach Center. Lifelong-learning opportunities are provided on the Union campus, on the Bennett Center campus (London, Kentucky), and at various off-campus locations.

The Bennett Center of London, Inc.

In 1998, Union College, the Red Bird Missionary Conference, and the General Board of Global Ministries of The United Methodist Church did extensive exploration of ways to create a 501c3 multi-use, multi-agency ecumenical service entity to efficiently coordinate the delivery of postsecondary educational services with other human services. From this beginning emerged a three-way partnership to establish The Bennett Center of London that has as its mission to *offer to all persons opportunities for wholeness through programs that address their spiritual, educational, physical, social, and cultural needs.* The Bennett Center is a resource available to the entire community. It is a place where people can come for learning, fellowship, personal growth opportunities, and help in time of need.

Union College offers a degree completion program in business administration at the Bennett Center. The Degree Completion Program targets non-traditional students who will be able to complete their degree in 18 months. The Southern Association of Colleges and Schools has recently approved the business degree completion program and the Bennett Center as a branch campus.

Union College also coordinates the following programs at the Bennett Center:

- Welfare-to-Work educational and training activities such as Advanced Data Entry, Computer Job Skills, Office Assistant Skills, and Sales/Customer Services
- Community Education Classes including Beginning Computing, Microsoft Word, Excel, Surfin' the Net, Kids and Computers, and Arts
- Industry Training Activities such as Introductory Computer Series, Communications, Business Reports, Time Management, and Stress Management.

The Bennett Center of London Inc., also offers programs of its own and provides space for multiple uses each consistent with the mission statement of the Center. Each use is designed to be a part of a whole thus adding synergy to the total work of the Center. Each use meets the test of community need and relevance to the mission of the Center through a review process heavily dependent on community input. Several other organizations that are involved in activities at the Bennett Center include: London Early Childhood Education Center; Laurel County Literacy Council; London-Laurel County YMCA; Kentucky Baptist Home for Children; Teen Acting Showcase; Christ Presbyterian Church, OPC; Heart of Appalachia Foundation; Building Block Ministries; and Goodwill Industries.

The Curriculum

A college major is actually a means to an end — the means by which a student prepares for a future career, entrance into graduate school, or some change in lifestyle. Union College offers a wide range of majors and minors as part of the Bachelor's degree, and two-year Associate degree programs.

Majors and Degree Programs

Degree Area	Major	Minor	Associate Degree Program
Department of Business			
Accounting	x		
Accounting and Finance		x	
Business Administration	x	x	
Business Education	x		
Computer Information		x	
General Business		x	
Management		x	
Marketing		x	
Department of Education			
Elementary Education	x		
Middle Grades Education	x		
Secondary Education	x		
Special Education	x		
Department of English, Communication and Modern Languages			
English	x	x	
Communication	x	x	

Degree Area	Major	Minor	Associate Degree	Program
Department of Health and Physical Education				
Athletic Training		x		
Health	x			
Physical Education	x			
Recreation Management	x			
Sports Management	x			
Department of History, Religion, Philosophy and Ancient Languages				
Christian Education	x			
History	x	x		
History and Political Science	x			
Philosophy		x		
Philosophy/Religion	x			
Religion	x	x		
Pre-Law				x
Department of Music and Fine Arts				
Drama	x	x		
Music	x	x		
Music Education	x			
Department of Natural Sciences				
Biology	x	x		
Chemistry	x	x		
Environmental Studies		x		
Mathematics	x	x		
Physics	x	x		
Pre-Dentistry				x
Pre-Engineering				x
Pre-Medical Technology				x
Pre-Medicine				x
Pre-Optometry				x
Pre-Pharmacy				x
Pre-Physical Therapy				x
Pre-Veterinary Medicine				x
Department of Social and Behavioral Sciences				
Appalachian Semester				x
Appalachian Studies		x		
Criminal Justice	x	x	x	
Economics		x		
Political Science		x		
Psychology	x	x		
Sociology	x	x		

Associate Degrees

To earn an Associate of Applied Science or Associate of Science degree, the following requirements must be met:

1. Completion of all course requirements for the degree sought
2. Required minimum GPA overall of 2.0 unless a specific major requires a higher GPA.

Baccalaureate Degrees

To earn a Bachelor of Arts, Bachelor of Science or Bachelor of Music degree, the following requirements must be met:

1. Completion of the Liberal Education Core
2. Completion of foreign language (non-native) requirements for a B.A. degree
3. Completion of the academic major requirements
4. Completion of a minimum of 128 semester hours
5. Completion of a minimum of 39 semester hours of upper division courses
6. The following minimum number of hours must be completed at Union College:
   12 upper division hours for any 30-hour major
   18 upper division hours for any 48-hour major or area
   6 upper division hours for any minor
7. Required GPA in each major, minor or area
8. Required minimum GPA overall or 2.0 unless a specific major requires a higher GPA

Cooperative and Interdisciplinary Programs

Veterans Administration Educational Assistance

Union College is approved by the Kentucky Approving Agency for Veterans Education for the education of veterans and their dependents. To receive benefits more quickly, prospective students should present a copy of their certificate of eligibility to the Registrar's office prior to their registration for classes.

Concurrent Admission Program (ConAP)

ConAP is a joint program of the Army and other service members Opportunity Colleges to admit new soldiers into a college or university at the same time as they enlist in the Army.

Eligible soldiers are admitted, either on a full or provisional basis, with enrollment deferred until completion of active military service. Provisional admission means that the student may be required to take a reduced course load, to enroll in foundation courses, or to undergo other academic preparation. The student is subject to the College's requirements, as published in this catalog, at the time of enrollment in classes. The admission agreement is in effect for two years following the completion of active military service.

Kentucky Institute for International Studies (KIIS)

Union College is a cooperating member of the Kentucky Institute for International Studies (KIIS). The College joins with other Kentucky colleges and universities to provide summer study opportunities in ten different locations. The programs in France, Spain, Mexico, Germany, Austria, Italy and Ecuador are open to all Union College students, who may earn credits toward their degree at Union. For more information, contact Union's KIIS representative.

Appalachian Studies

Reflecting the College's mission of improving the quality of life of the Appalachian people, Union offers a multi-faceted Appalachian Studies Program. The program seeks to develop an appreciation of the people, culture, and socio-economic conditions of the mountain area; to provide opportunities for direct service, research and personal experience in the region; to provide the skills and critical understanding needed to work in this area, and to help the students develop an understanding of themselves and others.

The program at present consists of an Appalachian Studies minor, the Appalachian Semester outlined in detail below, and of various academic courses, identified in appropriate departmental course listings. The student will find an interdisciplinary approach to the history, politics, music, natural resources, economics and other aspects of the region.

Appalachian Semester

The Appalachian Semester is a unique interdisciplinary academic program in which sophomore, junior, and senior students from Union College and other institutions throughout the United States devote one full semester to studying the Appalachian region — its strengths, problems, and challenges. As such, the purpose of the Semester is to promote a critical understanding of a distinct aspect of American society from an interdisciplinary approach.

Students earn a total of 15 semester hours of academic credit, nine of which are for classroom work with the remaining six in field work in a variety of disciplines. Field work may be either experiential learning conducted in a local service agency or other institutional settings, or it may be directed study in a particular subject. Possible directed study subjects are oral histories, politics, religion, folklore and environmental issues. The program is designed to combine classroom learning with first-hand knowledge gained through research or a practicum setting.

Opportunities are provided to discuss regional issues with local scholars, politicians and writers. Field trips are coordinated with seminar discussions in order to introduce participants to the unique components of Appalachian culture.

Course descriptions are included in the curriculum section of this catalog. The Appalachian Semester is offered every fall semester. Detailed information and application forms are available from the Director, Appalachian Semester, Union College.

Community Outreach

Founded over one hundred years ago, Union College has always had a strong interest in serving the immediate and broader community, as evidenced by the development of a community outreach center and service learning opportunities. The Common Partners Office plans a variety of events throughout the year in which students, staff and faculty members can become involved, using their talents and energy to help others and to learn more about themselves and the world.

In addition to direct service opportunities, a service learning course has also been created to introduce students to the issues and rewards connected to helping others. The course has been designed to provide students with a supervised experience to apply their personal skills and knowledge while purposefully meeting community needs. Typically, this course centers around a service trip, which is taken during the fall mid-term and spring break periods. Students may also choose to participate in the project for no course credit. Further information about the service learning course or other service opportunities can be obtained by contacting the Common Partners Office.

The Liberal Education Core

I. Basic Skills	12 or 15 hours
A. Freshman Composition	6 or 3 hours
ENGL 111-112 Freshman Composition I and II	6
or	
ENGL 113 Honors Composition and Literature	3
B. Mathematics	3-4 hours
BHSC 245 Basic Statistics: Theory and Application	3
MATH 110 Applications of Mathematics for College Students	3
MATH 131 College Algebra	3
MATH 133 Trigonometry and Analytic Geometry	3
MATH 203 Mathematics for Elementary Teachers (P-5 majors only)	3
MATH 241 Introduction to Calculus and Analytic Geometry	4
C. Physical Well-Being	3 hours
HLTH 131 First Aid and Safety Education	3
HLTH 270 Personal and Community Health	3
or	
Three Physical Education Activity Courses	3
D. Oral Communications	3 hours
COMM 211 Public Speaking	3
COMM 221 Introduction to Communications	3
II. Cultures and Civilizations	18-19 hours
A. Literature	3 hours
ENGL 211 World Literature in Translation	3
ENGL 213 Honors Western Literature	3
ENGL 221 Survey of English Literature I	3
ENGL 222 Survey of English Literature II	3
ENGL 231 Survey of American Literature I	3
ENGL 232 Survey of American Literature II	3
B. Fine Arts	3-4 hours
ART 132 Introduction to Art	3
ART 273 Art History	3
DRAM 131 Introduction to the Theatre	3
MUSC 121 Introduction to Music	3
MUSC 161 Foundations of Music I	4
MUSC 162 Foundations of Music II	4
C. Religion and Philosophy	3 hours
PHIL 151 Introduction to Philosophy: Knowledge and Reality	3
PHIL 152 Introduction to Philosophy: Ethics and Society	3
RLGN 111 Old Testament	3
RLGN 112 New Testament	3
RLGN 131 World Religions	3
RLGN 252 Religious Foundations of Western Civilization	3
D. Foreign Language, Literature, Fine Arts, Religion, or Philosophy	3 hours
Select one course from the following:	
FREN 111 or 112 Elementary French	3
SPAN 111 or 112 Elementary Spanish	3
or	
Select one listed course not already used to satisfy Sections II. A, B, or C.	

E. History 6 hours
Western Civilization 3 hours
HIST 131 Western Civilization to 1715 3
HIST 132 Western Civilization since 1715 3
History Elective 3 hours
An additional course from above or one of:
HIST 201 United States History to 1865 3
HIST 202 United States History since 1865 3

III. Foundations of Natural Science 7-9 hours
Select two courses. The courses must be in different departments and one must include a lab. Education majors must have a biological science and a physical science, one of which must include a lab. P-5 majors must have a lab in both courses. Environmental Studies 101 will not apply toward teacher certification.
BIOL 109 and 110 Elements of Biology 4
BIOL 111 General Biology (includes lab) 4
CHEM 101 Introductory General Chemistry (includes lab) 4
CHEM 111 and 131 General Chemistry 4
ENVS 101 Man and the Environment 3
ENVS 110 Physical Systems of the Environment (includes lab) 4
GNSC 101 Physical Science (includes lab) 4
PHYS 111 and 113 College Physics 4
PHYS 211 and 213 General Physics 5

IV. Social Sciences and the Modern World 6 hours
Social Sciences Foundation Course 3 hours
ECON 203 Principles of Macroeconomics 3
ECON 204 Principles of Microeconomics 3
GEOG 101 Introduction to Geography 3
PLSC 101 American National Government 3
PSYH 111 Introduction to Psychology 3
SOCI 131 Introduction to Sociology 3

Social Sciences Application Course 3 hours
ANTH 251 North American Indian Cultures 3
ECON 251 Environmental Economics 3
PLSC 231 International Politics 3
PSYH 201 Psychology of Personal Adjustment 3
PSYH 210 Child Development 3
SOCI 241 Sociology of Appalachia 3
SOCI 251 Current Socio-Economic Problems 3
SOCI 271 Marriage and the Family 3

Students must complete departmental requirements which will assure appropriate proficiency in computer skills.

Department of Business

Pamela Shay, Department Chair
Pauline Gabbard, Secretary

Majors: Accounting, Business Administration, Business Education, Sports Management (see Department of Health and Physical Education)
Minors: Accounting/Finance, Computer Information Systems, General Business, Management, Marketing

Bachelor of Science Degrees in Business

Union's Department of Business has been accredited for all of its degree programs by the International Assembly for Collegiate Business Education. In addition to the general college requirements, all candidates for the Bachelor's degree must complete the following courses in one of the major fields listed below. Students with a major or minor in Business must have a 2.0 average for all courses in each major or minor. (Students who choose to complete the foreign language requirement may elect to receive a Bachelor of Arts degree.)

Union offers an accelerated degree completion program for students who have completed two years toward a bachelor's degree. This program will allow students to earn a bachelor's degree in Business Administration with a minor in Management.

Accounting Major (60 Semester Hours)

ACTG 271, 272	Principles of Accounting I & II	(6)
ACTG 331	Cost Accounting	(3)
ACTG 371, 372	Intermediate Accounting I & II	(6)
ACTG 376	Tax Accounting	(3)
ACTG 431	Accounting Information Systems	(3)
ACTG 433	Auditing	(3)
ACTG 471, 472	Advanced Accounting I & II	(6)
BHSC 245	Basic Statistics	(3)
BUAD 151	Business Processes	(3)
BUAD 202	Principles of Business Communications I	(3)
BUAD 310	The Legal Environment of Business	(3)
BUAD 351	Principles of Finance	(3)
BUAD 352	Principles of Management	(3)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)
COMP 241	Advanced Microcomputer Applications	(3)
Accounting Electives (300 level or above)		(3)

It is recommended that in addition to the major in Accounting, you also elect to complete a minor in CIS. If this is done, select one of the following courses instead of COMP 241:

BUAD 302	Business Communication II	(3)
BUAD 361	Corporate Finance	(3)
BUAD 451	Strategic Decisions	(3)
ECON 363	Money and Banking	(3)

Business Administration Major (60-63 Semester Hours)

A major in Business Administration consists of these 39 hours plus completion of one of the following minors: Accounting/Finance, Computer Information Systems, Economics, Management, or Marketing.

ACTG 271, 272	Principles of Accounting I & II	(6)
BHSC 245	Basic Statistics	(3)
BUAD 151	Business Processes	(3)
BUAD 202,302	Principles of Business Communication I & II	(6)
BUAD 310	The Legal Environment of Business	(3)
BUAD 351	Principles of Finance	(3)
BUAD 352	Principles of Management	(3)
BUAD 451	Strategic Decisions	(3)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)
MKTG 321	Principles of Marketing	(3)

All students must select one of the following minors from within the Department of Business, or a minor in Economics from the Department of Social & Behavioral Sciences.

Accounting and Finance (21 Semester Hours)

ACTG 331	Cost Accounting	(3)
ACTG 371, 372	Intermediate Accounting I & II	(6)
ACTG 431	Accounting Information Systems	(3)
BUAD 361	Corporate Finance	(3)
Select one from the following:		(3)
ACTG 472	Not-for-Profit Accounting	3
BUAD 404	Investments	3
ECON 363	Money and Banking	3
Select one from the following:		(3)
ACTG 440	Accounting Ethics & Social Responsibility	3
BUAD 440	Business Ethics & Social Responsibility	3
Accounting elective (300 level or above)		3

Computer Information Systems (24 Semester Hours)

COMP 121	BASIC Programming	(3)
COMP 221	COBOL Programming	(3)
COMP 241	Advanced Microcomputer Applications	(3)
COMP 312	Hardware and Operating Systems	(3)
COMP 330	Analysis and Logical Design	(3)
COMP 350	Intermediate Programming	(3)
COMP 425	Network and Telecommunications	(3)
Select one from the following:		(3)
COMP 441	Databases	3
COMP 450	Advanced Programming	3
Computer Elective (300-level or above)		3

Management (21 Semester Hours)

BUAD 361	Corporate Finance	(3)
BUAD 372	Human Resource Management	(3)
BUAD 374	Operations Management	(3)
BUAD 376	Entrepreneurship	(3)
BUAD 440	Business Ethics & Social Responsibility	(3)
BUAD 445	Global Business	(3)
Elective from the Department of Business (300 level or above)		(3)

Marketing (21 Semester Hours)

MKTG 272	Personal Selling	(3)
MKTG 322	Consumer Behavior	(3)
MKTG 370	Advertising	(3)
MKTG 421	Logistics	(3)
Marketing Elective (300-level or above)		(3)
BUAD 440	Business Ethics & Social Responsibility	(3)
BUAD 445	Global Business	(3)

Bachelor of Science Degree in Business / Marketing Education

Students should see the Education Department section on page 37 for Admission to the Education Program and Certification Requirements. The teaching major in Business and Marketing Education will certify teachers to teach Business and Marketing courses in grades 5-12.

Teaching Major in Business (54 Semester Hours)

ACTG 271, 272	Principles of Accounting I & II	(6)
BUAD 151	Business Processes	(3)
BUAD 202, 302	Principles of Business Communications I & II	(6)
BUAD 310	The Legal Environment of Business	(3)
BUAD 352	Principles of Management	(3)
BUAD 445	Global Business	(3)
BUED 263	Intermediate Keyboarding/Word Processing	(3)
BUED 431	Office Systems	(3)
BUED 462	Methods of Teaching Comprehensive Business Subjects	(4)
COMP 112	Fundamentals of Technology and Information	(3)
COMP 241	Advanced Microcomputer Applications	(3)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)
EDUC 370	Curriculum Development for the Middle Grades	(3)
MKTG 321	Principles of Marketing	(3)
MKTG 322	Consumer Behavioral Science	(3)

General Business Minor (for non-business department majors)

ACTG 271, 272	Principles of Accounting I & II	(6)
BUAD 151	Business Processes	(3)
BUAD 202	Business Communications I	(3)
ECON 204	Principles of Microeconomics	(3)
Select two from the following:		(6)
BUAD 351	Principles of Finance	3
BUAD 352	Principles of Management	3
MKTG 321	Principles of Marketing	3

Accounting

Accounting 271. Principles of Accounting I. (F)(3)
An introduction to accounting concepts and principles with emphasis on preparations and reporting of financial information.

Accounting 272. Principles of Accounting II. (S)(3)
Introduction to analysis and interpretation of accounting data with emphasis on its use by managers in planning operations, controlling activities, and decision making. *Prerequisite*: Accounting 271.

Accounting 331. Cost Accounting. (F)(3)
Concepts of cost and methods in developing information for use by management in decision making process. The course is an analysis of costing from products, projects, and management control. *Prerequisite*: Accounting 272.

Accounting 371. Intermediate Accounting I. (F)(3)
Accounting topics include the income statement, balance sheet and change in owners' equity statements. Cash receivables, inventories, plant, investments and intangible assets are also covered. *Prerequisite*: Accounting 272.

Accounting 372. Intermediate Accounting II. (S)(3)
Continuation of Accounting 371 covering current liabilities, contingent liabilities, long-term liabilities, accounting for income taxes, and owners' equity. State of Change in Financial Position, financial statement analysis and the impact of changing prices are also covered. *Prerequisite*: Accounting 371.

Accounting 376. Tax Accounting. (S)(3)
Fundamental study of the federal income tax structure with emphasis upon the taxation of individuals. Included is an introduction to taxation of corporations and partnerships as well as administrative procedures and research. *Prerequisite*: Accounting 272.

Accounting 430. Accounting Theory. (F)(3)
This course covers current accounting literature, including publications of the American Institute of Certified Public Accountants (AICPA), the Financial Accounting Standards Board (FASB), and the Securities and Exchange Commission (SEC). *Prerequisite*: Accounting 372.

Accounting 431. Accounting Information Systems. (F)(3)
This course studies the principles and problems of accounting system design and installation, organization for accounting control, internal control procedures, and internal reports. *Prerequisites*: Accounting 331 and 372.

Accounting 433. Auditing. (S)(3)
This course serves as a capstone course for Accounting majors. Topics covered include discussion of the ethics and liability of the verification, analysis, interpretation of accounting records, issuance of audit reports and other reports by CPAs. *Prerequisite*: Accounting 372, Business Administration 351, 352, and senior standing. This course must be taken at Union College. Students must earn a grade of "C" or higher in this course.

Accounting 440. Accounting Ethics & Social Responsibility. (F)(3)
Sensitizes students to the ethical implications of accounting and business activity and provides a theoretical framework within which responsible decisions can be made. The course relates the ethical considerations and legal principles to the Professional accountant's responsibility to society. The AICPA Code of Professional Conduct and the Statement of Responsibilities in Tax Practice are studied. Students cannot receive credit for both BUAD 440 and ACTG 440. Students must have Junior or Senior status. (Even years only.)

Accounting 471. Advanced Accounting. (F)(3)
This course is an advanced in-depth discussion of accounting for joint ventures, consolidated statements, and inter-company transactions. *Prerequisite*: Accounting 372.

Accounting 472. Not-for-Profit & Fund Accounting. (S)(3)
This course covers governmental and not-for-profit accounting, interim and segmental reporting, multi-national accounting, and insolvency. *Prerequisite*: Accounting 372.

Accounting 485. Accounting Internship. (on demand)(1-6)
Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair.

Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Accounting 488. Accounting Seminar. (on demand)(3)

This is an advanced course on selected topics of interest in the field of Accounting. Titles may include Accounting Ethics, Advanced Taxes, and other current topics. *Prerequisites*: Business Department major/minor with Junior or Senior standing and twenty-one credit hours in business courses or permission of the instructor. Individual courses may have specific prerequisites that must also be met.

Business Administration

Business Administration 151. Business Processes. (F, S)(3)

Business processes, forms of business ownership, marketing, human resource management, finance, and government regulations are discussed in an overview of organizations. Basic business skills of communication, software applications, business behavior and professionalism, group processes, business math and personal finance are emphasized. Course must be taken at Union College.

Business Administration 202. Principles of Business Communications I. (S)(3)

Realistic methods of mastering fundamental writing and research skills needed in business situations. This course emphasizes instruction in the basic techniques of preparing and organizing business letters, memoranda and reports. Also enhances speaking, reading and listening skills. *Prerequisite*: ENGL 112 with a grade of "C" or higher.

Business Administration 301. Business English. (on demand)(3)

This course is a comprehensive review of grammar and usage. Emphasizes and reinforces business applications and vocabulary in areas such as business law, word processing, merchandising, management, and computer information systems. *Prerequisite*: ENGL 112 with a grade of "C" or higher.

Business Administration 302. Principles of Business Communications II. (F)(3)

Course will enhance the skills level in Business Administration 202 with emphasis on applied business writing and presentations. *Prerequisite*: Business Administration 202.

Business Administration 310. The Legal Environment of Business. (F,S)(3)

An overview of traditional legal environment topics such as judicial reasoning, administrative law, antitrust law, contracts, torts, agencies, real and personal property, leases, bankruptcy, and business-related laws.

Business Administration 351. Principles of Finance. (F)(3)

This course introduces managerial finance as a functional area of business, including financial analysis, working capital practices, capital budgeting, corporate valuation, cost of capital and capital structure. *Prerequisite*: Accounting 272.

Business Administration 352. Principles of Management. (F)(3)

This course introduces students to the development of organization plans and policies and provides exposure to basic theoretical developments in management thought. Particular attention will be given to the topics of organizational design, control, quantitative techniques of management operations and theories of leadership.

Business Administration 361. Corporate Financial Analysis. (S)(3)

This is an advanced financial case analysis course which will examine complex financial models and scenarios. This course will draw heavily upon the many financial concepts and theories covered in Business Administration 351. Topics will include: financial planning, networking capital financing, merger and acquisitions, and international managerial financial analysis. *Prerequisite*: Business Administration 351.

Business Administration 372. Human Resource Management. (S)(3)

Using a system-process model, this course discusses the various subsystems (recruitment, selection, compensation, task specification, etc.) which fall under the responsibility of the HRM function. The subsystems are designed to provide for the efficient and effective utilization of human resources in business concerns. *Prerequisite*: Business Administration 352.

Business Administration 374. Operations Management. (F)(3)

This course utilizes the operations management decision making wheel components of quality, process, capacity, inventory, and workforce to analyze and solve both production and service enterprise problems. Topics include product management and control, process flow analysis,

environment layout, forecasting, materials requirements planning, and performance improvement. *Prerequisite*: Business Administration 352.

Business Administration 376. Entrepreneurship. (S)(3)

This course provides the tools for establishing a successful entrepreneurial venture. As an applied course, students will actually begin and implement a small business by developing a business plan that includes the business purpose, competitive advantage, marketing plan, management team, facility location, and financial requirements. *Prerequisite*: Accounting 272, Business Administration 302, 352, and Marketing 321.

Business Administration 402. Business Protocol. (F)(3)

This is a study of domestic and international protocol procedures for conducting business in a global society. This course will examine customs, courtesies, lifestyle, the people, and a nation's history and government. *Prerequisite*: Business Administration 302, 352. (Odd years only).

Business Administration 404. Investments. (S)(3)

Intermediate discussion of stocks, bonds, and other investments, analysis of the theories of investing, return and risk valuation of stock. The course will culminate in the management of a portfolio for various investment alternatives. *Prerequisite*: Business Administration 351. (Even years only).

Business Administration 440. Business Ethics & Social Responsibility. (F)(3)

Sensitizes students to the ethical implications of business activity and provides a theoretical framework within which responsible decisions can be made. The course relates the ethical considerations and legal principles to the corporations' responsibility to society. Students cannot receive credit for both BUAD 440 and ACTG 440. Students must have junior or senior status, (Even years only).

Business Administration 445. Global Business. (F)(3)

A study of the global business practices commonly used throughout the world. This course will focus on functional areas of business and their various applications in a global setting. *Prerequisite*: Business Department students with senior status or permission of Department Chair.

Business Administration 451. Strategic Decisions. (F,S)(3)

A capstone course for Business Administration majors which attempts to bring together knowledge acquired in all of the functional areas of business (accounting, economics, finance, management, marketing and technology). Strategic decision making models will be introduced to develop the implementation of functional knowledge to life situations. *Prerequisite*: Senior status in the Business Administration program and the successful completion of Accounting 272, Business Administration 151, 302, 351, 352, Economics 203, 204, and Marketing 321. This course must be taken at Union College. Students must earn a grade of "C" or higher in this course.

Business Administration 485. (on demand)(1-6)

Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Business Administration 488. Business Seminar. (on demand)(3)

An advanced course of selected topics of interest in the field of Business Administration. *Prerequisite*: Business Department major or minor with junior or senior standing and 21 credit hours in business courses.

Business Education

Business Education 263. Intermediate Keyboarding/Word Processing. (F, on demand)(3)

This course is designed to utilize today's technology to help students build strong keyboarding and document processing skills. This course provides students with a variety of real-world word processing exercises covering correspondence, reports, special documents, forms, tables and charts, importing and exporting, merging and sorting, file management, desktop publishing, legal and medical documents, rough draft data, and times production projects. *Prerequisite*: One semester of keyboarding or typing in high school, college, its equivalent (state certified exam), or thirty-five words per minute demonstrated proficiency.

Business Education 431. Office Systems. (S, on demand)(3)
Emphasis is placed on an information systems approach of office proficiency, records management, internal and external office communications, information processing and administrative support services. *Prerequisite*: Business Education 263.

Business Education 462. Methods of Teaching Business and Marketing Subjects. (F, on demand)(4)
A study of the methods, materials, and objectives in teaching business and marketing subjects in the middle and secondary school. Discussion includes teaching strategies such as questioning, lecturing, problem-solving, constructing lesson objectives, constructing valid and reliable tests, interpreting test scores and presenting lectures on video tape. *Prerequisites*: Admission to Teacher Education Program and junior standing. Students must have at least 12 hours from the Union College Department of Business. Transfer students must have permission of the instructor to take this course. This course must be taken at Union College.

Computer Information Systems

Computer Information Systems 112. Fundamentals of Technology and Information. (F,S)(3)
A study of the fundamental principles and applications of technology and information will include microcomputer operations and applications, information system process, telecommunication use, and an introduction to the use of Union College's technology and information resources.

Computer Information Systems 121. BASIC Programming. (F)(3)
A study of the BASIC programming language including problem definition, flowcharting, and solving problems that are adaptable to business and/or science applications. Laboratory work designed to illustrate the basic principles of structured programming in BASIC and VISUAL BASIC will provide hands-on experience on microcomputers. *Prerequisite*: any Mathematics course numbered 110. COMP 110/112 is recommended.

Computer Information Systems 221. COBOL Programming. (S)(3)
A study of the fundamental principles of algorithm development and structured computer programming used in solving business information systems problems, including an introduction to design and implementation documentation used by industry. Major topics include control structures, data structures, program design techniques, sequential files, modular design of algorithms, uses of bulk storage devices, random files, mater-file maintenance systems, advanced report writing and subprograms. *Prerequisite*: Computer Information Systems 112 and one of the following: Mathematics 110 or 131 (or higher) or Accounting 271.

Computer Information Systems 241. Advanced Microcomputer Applications. (F)(3)
An advanced examination of applications available for microcomputers and the role these applications play in meeting information needs of business. *Prerequisite*: : Business Administration 151 Business Processes (revised Fall 2000) or Computer Information Systems 112 with a grade of "C" or better. Entrance examination will be given on first day of class to determine prerequisite requirements—students not meeting minimum proficiencies will be required to enroll in COMP 112.

Computer Information Systems 312. Hardware & Operating Systems. (S)(3)
A study of the fundamental concepts and terminology of computer hardware and a survey of the major components of operating systems and the relationships between various hardware and software configurations.

Computer Information Systems 330. Analysis & Logical Design. (S)(3)
Students with information technology skills will learn to analyze and design information systems. This course will study a range of methodologies used in analysis and design.

Computer Information Systems 350. Intermediate Programming. (F)(3)
An examination and study of fundamental principles and structured programming used to solve problems in business and the mathematics/science fields. Major topics include problem definition, flowcharting and design/implementation documentation. Specific programming languages may vary to meet current needs and trends, but may include Advanced COBOL, C, C++, or other structured programming languages. *Prerequisite*: Computer Information Systems 112, a programming language, and Mathematics 131.

Computer Information Systems 425. Network & Telecommunications. (F)(3)
An in-depth study of data communications and networking requirements, including technologies, hardware, and software. Emphasis is upon the analysis and design of networking applications in organizations and the management of telecommuni-

cations networks. *Prerequisite*: Computer Information Systems 330 and 350.

Computer Information Systems 441. Databases. (S)(3)

A study of software design in a database environment, of database systems, and of database programming. A variety of hierarchical, network and relational databases are studied. *Prerequisite*: Computer Information Systems 241 and 330 with grades of "C" or better. (Odd years only).

Computer Information Systems 450. Advanced Programming. (S)(3)

An advanced study of programming software used in society. Focus will be centered on current or leading edge programs that will better prepare students for employment in the technology fields. Languages may include Visual C++, Java, and others. *Prerequisite*: Computer Information Systems 350, with others determined by specific language used.

Computer Information Systems 455. Applied Software Development Project. (S, on demand)(3)

A study of application system development and project management. Students will design and implement a comprehensive system to solve a complex case study. *Prerequisite*: Computer Information Systems 241, 330, and 350 with grades of "C" or better.

Computer Information Systems 485. Computer Internship. (on demand)(1-6)

Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Computer Information Systems 488. Computer Seminar. (on demand)(3)

An advanced course of selected topics of interest in the field of Computer Information Systems. *Prerequisite*: Credit hours in business courses, with other prerequisites determined by specific topics.

Marketing

Marketing 272. Personal Selling. (F)(3)

The interpretation of sales techniques and methods, prospecting customers, interviews, sales presentations, demonstrations, and closing the sale are presented.

Marketing 321. Principles of Marketing. (F)(3)

The study of the movement of goods from producer to consumer and an examination of the functions of the marketing process, marketing institutions, channels of distribution, legal aspects, and policy considerations.

Marketing 322. Consumer Behavior. (S)(3)

A study of the factors and principles that govern behavior and decision making patterns in the consumer marketplace. Students will study behavior that consumers display in searching for, purchasing, using, evaluating, and disposing of products, services and ideas. *Prerequisite*: Marketing 321. (Even years only)

Marketing 370. Advertising. (S)(3)

This course provides an overview of the social, economic, and marketing environment in which advertising functions. This course will provide an in-depth coverage of advertising activities as they relate to consumer-driven mass media marketing activities. The course will focus on advertising planning and management as well as media strategies available to organizations. *Prerequisite*: Marketing 321.

Marketing 421. Business Logistics. (F)(3)

A study of the broad field of logistics. A major emphasis will be the regulatory environments of each of the major modes of transport and the crucial nature of distribution and handling of materials in domestic and international markets. A systems approach to transportation, warehousing, material handling, packaging and other related topics will be followed. *Prerequisite*: Marketing 321.

Marketing 485. Marketing Internship. (on demand)(1-6)

Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Marketing 488. Marketing Seminar. (S, on demand)(3)

An advanced course of selected topics of interest in the field of Marketing. *Prerequisite*: Business major/minor with junior or senior standing and 21 credit hours in business.

Department of Education

Steven Turner, Department Chair
Eva Haban, Secretary

Majors: Elementary Education, Middle Grades Education, Secondary Education, Special Education

The Education Department at Union College complies with regulations set by the Kentucky Education Professional Standards Board. Students are strongly advised to consult with Education Department personnel as they plan their programs to assure that they are in compliance with current regulations. Students should also note that changes in the PRAXIS tests required for certification may occur between their entry into and completion of their program, and they should consult with advisors prior to registering for any tests.

The undergraduate programs in the Department of Education have as their primary objective the preparation of superior teachers for public and private schools. At Union College, the education of prospective teachers is the responsibility of the College as a whole, not the Department of Education alone.

The teacher education programs described in the following pages prepare the student to receive a Baccalaureate degree and, upon recommendation of the College, a Kentucky teacher's certificate. A student who wishes to teach in a state other than Kentucky should determine certification requirements in that state (usually quite similar to Kentucky's), and plan a program accordingly. Information on certification requirements in other states is available in the Registrar's office and in the Career Planning and Placement Office.

Students preparing for teacher certification must be admitted to the Teacher Education Program. Up to nine hours from the following 12-hour block of Education courses — EDUC 241, 242, 351 or 352, and 460 — may be taken prior to admission to the program. SPED 201 may also be taken prior to admission to the program, and prospective Special Education majors are especially encouraged to do so.

Graduates continuing their professional preparation through the Graduate Studies Program must also be admitted to the Teacher Education Program and fulfill the requirements described in this Catalog.

Goals of the Teacher Education Program

The Teacher Education Program at Union College seeks to ensure the realization of the following outcomes by each student:

1. Professional Knowledge
   - — develops a historical perspective of the development of American schooling
   - — understands human growth and development
   - — possesses knowledge of educational psychology/theories of learning
   - — understands various instructional theories
   - — has knowledge of special needs populations
   - — understands the professional/ethical role of the teacher
   - — develops a personal teaching philosophy
2. Professional Abilities
   - — identifies and utilizes research to facilitate teaching
   - — plans instruction
   - — implements instruction
   - — evaluates instruction
   - — stimulates student learning
   - — manages classroom effectively
   - — maintains positive relations with students
   - — maintains classroom discipline
   - — maintains positive relations with colleagues, parents, and community
3. Professional Traits
   - — practices appropriate personal/professional behavior
   - — receptive to change/new ideas
   - — willing to take risks/learns from successes and failures
   - — strives for high levels of achievement
   - — assumes multiple professional roles
   - — seeks opportunities for professional growth
   - — attends to special needs populations
   - — values cultural diversity

Kentucky Professional Standards Board Standards

The Kentucky Professional Standards Board has adopted eight standards for beginning teachers. The goals of the Union College Teacher Education Program support and expand upon these New Teacher Standards:

1. The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
2. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
6. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

7. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
8. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Requirements for Admission to the Teacher Education Program

1. Students must be admitted to Union College.
2. Students must file an application for admission to the Program.
3. Students must complete an essay, titled "Why I Want To Be A Teacher," to validate writing proficiency.
4. Students must complete a minimum of 30 college credit hours with a grade point average of 2.5 or better. (NOTE: Transfer students must have a 2.5 cumulative GPA for all work completed at Union College, if any, as well as an overall academic standing of 2.5, including all accepted transfer credits and Union College credits.)
5. Students must complete Education 241, Introduction to Education, and Education 242, Early Involvement Internship, with a semester grade of "C" or better in both courses.
6. Students must complete English 111 and English 112 (or the honors equivalent, English 113) with a semester grade of "C" or better in both courses.
7. Students must pass a Teacher Education Interview, which evaluates the individual's ability to communicate orally.
8. Students must present four unqualified recommendations from faculty members, including one from the Education Department, one from their major area of study, and two others, prior to the Teacher Education Interview.
9. Students must sign a statement indicating their adherence to the Kentucky Education Professional Standards Board Code of Ethics.
10. Students must submit an up-to-date criminal record check to the Department.
11. Students must demonstrate General Education Proficiency in the following ways:
    A. The state approved minimum scores on the PRAXIS I: Pre-Professional Skills Tests (PPST). Students must take the tests in Reading, Mathematics, and Writing. Scores from either the Regular or Computer versions of the PPST are acceptable.
    B. A minimum composite score of 21 on the Enhanced American College Test (ACTE); or a minimum score of 970 on the Scholastic Aptitude Test (SAT) or 840 if the SAT was taken prior to the fall 1995 semester.

       NOTE:

       Students may be admitted to the Program with ACTE scores lower than 21 or SAT scores lower than 970 if their quality point averages meet the following criteria:
       - If ACTE is 15-20 or SAT is 700-960, then GPA must be 2.75.
       - If ACTE is 12-14 or SAT is 510-690, then GPA must be 3.0.
12. Students must be approved by the Teacher Education Committee.

Requirements for Admission to Student Teaching

Students requesting admission to student teaching must meet all eligibility requirements (full listing obtained from the Department) and must be approved by the Director of Student Teaching and the Teacher Education Committee. Students are not eligible to begin student teaching until after completion of the following:

1. Admittance to the Teacher Education Program.
2. Completed application for student teaching by mid-term of the semester immediately preceding the term in which student teaching will occur.
3. Validation of writing proficiency.
4. Senior standing with at least 90 semester hours of credit with a minimum cumulative GPA of 2.5

at Union College (UC coursework only), and a minimum cumulative GPA of 2.5, including all UC coursework and all accepted transfer work, if applicable. In addition, a minimum GPA of 2.5 in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan, and a minimum GPA of 2.5 in the teaching area of major are also required.

5. At least 75% of all courses successfully completed in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan, and 75% of all courses successfully completed in the teaching area or major. The appropriate Methods and Materials course (Education 432, 446 or 452) must also be completed with a grade of "C" or better.
6. Moral, social and ethical behavior that meets requirements of the College and the Kentucky Education Professional Standards Board, and a signed Kentucky Teachers' Code of Ethics statement to support such behavior.
7. Submission of a current medical examination (within the preceding 12 months) and a current tuberculosis test (within the preceding six months).
8. Submission of a current criminal record check (within the preceding six months) and documentation of tort liability insurance coverage or waiver.
9. Completion of institution prerequisites for time in residence and pre-student teaching field experiences (minimum of 81 hours of field-based observation and participation), and submission of a preliminary student teaching agreement (contract) with all necessary signatures.

Elementary Education Curriculum

Elementary Education (P-5) majors need both a biological and a physical science course; each must include a laboratory. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements of Admission to Student Teaching.

I. Preprofessional Courses for Students Preparing to Teach Elementary Education (P-5). Preprofessional courses may not be taken by Independent Study. Minimum GPA of 2.5required.

A.	One course from the approved list of multi-cultural courses	(3)
B.	Art 271 — Elementary School Art	(3)
C.	Computer Information Services 112 — Fundamentals of Technology & Information	(3)
D.	English 355 — Children's and Adolescent Literature	(3)
E.	Mathematics 203 and 204 — Mathematics for Elementary Teachers	(6)
F.	Music 373 — Elementary School Music	(3)
G.	Physical Education 261 — Physical Education in the Elementary School	(3)
H.	Physical Education Service Course	(1)
I.	Psychology 111 — Introduction to Psychology	(3)
J.	Sociology 241 or Geography 241 or History 233	(3)
K.	Communication 211 — Public Speaking	(3)

II. Professional Preparation. The following requirements may not be met by CLEP, Independent Study, or the Pass/Fail option. A grade point average of 2.5 is required, and no grade below "C" is accepted.

A.	Education 241 — Introduction to Education	(3)
B.	Education 242 — Early Involvement Internship	(3)
C.	Education 341 — Methods of Teaching Mathematics in the Elementary School (*Prerequisites*: Mathematics 203 and 204)	(3)
D.	Education 342 — Teaching Science in the Elementary Grades	(3)
E.	Education 351 — Human Growth and Development (*Prerequisite*: Psychology 111)	(3)
F.	Education 361 — Reading in the Primary Grades	(3)
G.	Education 362 — Teaching Reading in the Content Subjects (*Prerequisite*: Education 361 or permission of the instructor)	(3)

H. Education 432 — Methods and Materials in the Elementary School (4)
I. Education 433 — Supervised Student Teaching in the Elementary School (12)
J. Education 441 — Elementary School Social Studies (3)
K. Education 460 — Learning Theories for Educators (3)
(*Prerequisite*: Psychology 111)
L. Education 488 — Professional Interaction in the Schools (3)
M. Special Education 201 — Survey of Exceptionalities (3)
(*Prerequisite*: Psychology 111)

III. Academic Emphasis. The academic emphasis component must include 21 semester hours in one of the following five options. Minimum GPA of 2.5 required.

A. English/Communications:
English 311, 211 or 213, 401 or 421, 355, Communication 211, two courses from English 221, 222, 231, or 232

B. Fine Arts/Humanities:
Art 271, 273, Music 373, two of the following: Art 132, Drama 131 and Music 121; one elective in Religion or Music numbered 300 or above (3 hrs); and Religion 111, 112 or 331

C. Mathematics Studies:
Mathematics 110, 131, 203, 204, 301, Computer Information Systems 121, one elective in Mathematics (3 hrs)

D. Sciences:
Biology 111, 232 or 233, or 330 or 331, General Science 471, Environmental Studies 350, Physics 111 and 113 or 112 and 114 or Chemistry 111 and 131, Natural Science 101

E. Social and Behavioral Sciences:
Geography 101, Economics 203 or 204, Political Science 101 or 231, History 201 or 202, Anthropology 221 or Sociology 131; and two electives numbered 200 or above in History or Sociology or Psychology (not to include Psychology 361)

Middle Grades Education Curriculum

Middle Grade (5-9) majors need at least three hours each of a biological and a physical science; one must include a laboratory. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

I. Preprofessional Course Requirements for Students Preparing to Teach in the Middle Grades (5-9). No Preprofessional Course may be taken by Independent Study. Minimum GPA of 2.5 .

A. Health 270 — Personal and Community Health (3)
B. Physical Education Service Course (1)
C. Psychology 111 — Introduction to Psychology (3)
D. Sociology 241 or Geography 241 or History 233 (3)
E. Communication 211 — Public Speaking (3)

II. Professional Preparation for Middle Grades Teachers (5-9). These requirements may not be satisfied by CLEP, Independent Study or the Pass/Fail option. A grade point average of 2.5 is required, and no grade below "C" is acceptable.

A. Education 241 — Introduction to Education (3)
B. Education 242 — Early Involvement Internship (3)
C. Education 361 — Reading in the Primary Grades (3)
D. Education 362 — Teaching Reading in the Content Subjects (3)
(*Prerequisite*: Education 361)
E. Education 443 — Supervised Student Teaching in the Middle Grades (12)
F. Education 460 — Learning Theories for Educators (3)
(*Prerequisite*: Psychology 111)
G. Education 488 — Professional Interaction in the Schools (3)

H. Special Education 201 — Survey of Exceptionalities (3)
(*Prerequisite*: Psychology 111)
I. Education 352 — Human Growth and Development in the Middle Grades (3)
(*Prerequisite*: Psychology 111)
J. Education 370 — Curriculum Development for the Middle Grades (3)
K. Education 436 — Methods and Materials for the Middle Grades (4)
(*Prerequisite*: All 200-and 300-level courses listed under Professional Requirements and Professional Preparation)

III. Teaching Fields. Each student will complete a minimum of 24 semester hours in two fields of study. Minimum GPA of 2.5 required in each field.

A. English and Communication:
English 211 or 213, 221 or 222, 231 or 232, 311 or 402, 355, 401 or 421, Communication 211, English elective (200+)
B. Science:
Biology 111, 233 or 321, and 232 or 330; Physics 111 and 113, or 211 and 213; Chemistry 101 or 111 and 131; Environmental Studies 110; One of the following sequences of courses: Physics 112, 114 and a physics elective (not to include Physics 212 and 214); Chemistry 112, 132, and a chemistry elective; or Physics 105 and Environmental Studies 350
C. Social Studies:
History 131 or 132, 201, 202, 361 or 446, Geography 101, Political Science 101 or 110, Economics 203 or 204, Sociology 131 or Anthropology 221
D. Math Option I:
Mathematics 110, 203, 204, 241, 301, 331, Computer Information Systems 121, and one mathematics elective.
E. Math Option II:
A minor in mathematics plus Mathematics 203 and 204.
F. Special Education: Learning and Behavior Disorders K-12 (27)
Special Education 201, 203, 301, 303, 310, 312, 410, 412, plus Math 203, 204 and Art 271 or Music 373

Secondary Education Curriculum

Union College offers a variety of certification areas for secondary students. Certification for grades 8-12 includes the following: Biological Science, English, Mathematics, Physical Science, and Social Studies. In accordance with state certification regulations, students wishing to teach at the secondary level must complete a content subject major or area in addition to the Secondary Education Major. Biology or Mathematics will complete the major. See the appropriate section of the catalog for those major requirements. To be certified in English, Physical Science or Social Studies, the area rather than the major is required. Please see page 47 for area requirements.

Multi-grade certification is available in Physical Education (P-12), Health (P-12), Music (P-12), and Business and Marketing (5-12). See appropriate sections of catalog for details.

Secondary Majors (8-12) need at least three hours each of a Biological and a Physical Science; one must include a lab. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

1. Preprofessional Course Requirements for Students Preparing to Teach in the Secondary School (9-12). No Preprofessional Course may be taken by Independent Study. Minimum GPA of 2.5 required.

A. Geography 241 or History 233 or Sociology 241 (3)
B. Health 270 — Personal and Community Health (3)
C. Physical Education Service Course (1)
D. Psychology 111 — Introduction to Psychology (3)
E. Communication 211 — Public Speaking (3)

II. Professional Preparation for Secondary Teachers (9-12). These requirements may not be satisfied by CLEP, Independent Study or the Pass/Fail option. A grade point average of 2.5 is required and no grade below a "C" is acceptable.

A.	Education 241 — Introduction to Education	(3)
B.	Education 242 — Early Involvement Internship	(3)
C.	Education 351 — Human Growth and Development	(3)
D.	Education 452 — Methods and Materials in the Secondary School	(4)
E.	Education 453 — Supervised Student Teaching in the Secondary School	(12)
F.	Education 460 — Learning Theories for Educators (*Prerequisite*: Psychology 111)	(3)
G.	Education 488 — Professional Interaction in the Schools	(3)
H.	Special Education 201 — Survey of Exceptionalities	(3)

Special Education Curriculum

Union College offers a major in Special Education leading to certification in Learning and Behavior Disorders (P-12). Appropriate PRAXIS tests must be successfully completed for certification. Majors are required to take both a biological and physical science course; each must include a lab. Also, see requirements for admission to student teaching.

NOTE: Substantial revisions have been made to Special Education portion of this curriculum. These changes have been approved at the College level and have been submitted to the State. It is anticipated that the changes will go into effect in January, 2000. Please check with the Department for details.

I. Pre-Professional Requirements. These requirements may not be satisfied by CLEP, Independent Study, or the pass/fail option. A minimum 2.5 GPA is required.

A. Psychology 111 — Introduction to Psychology
B. Communication 211 — Public Speaking
C. Health 131 — First Aid and Safety
D. Physical Education Service Course
E. Sociology 241 or History 233 or Geography 241
F. Math 203 — Math for Elementary Teachers
G. Math 204 — Math for Elementary Teachers
H. Art 271 or Music 373

II. Professional Preparation. These requirements may not be satisfied by CLEP, Independent Study, or the pass/fail option. A minimum 2.5 GPA is required; no grade below "C" is acceptable.

A. Education 241 — Introduction to Education
B. Education 242 — Early Involvement
C. Education 341 — Math Methods
D. Education 351 — Human Growth and Development
E. Education 361 — Reading in the Primary Grades
F. Education 362 — Reading in the Content Areas
G. Education 460 — Learning Theories
H. Education 488 — Professional Interaction
I. Education 342 or 441
J. Education 453 — Student Teaching

III. Special Education. These requirements may not be satisfied by CLEP, Independent Study, or the pass/fail option. A minimum 2.5 GPA is required, and no grade below "C" is acceptable.

A. Special Education 201 — Survey of Exceptional Learners
B. Special Education 203 — Characteristics and Curriculum for Exceptional Learners
C. Special Education 305 — Methods and Materials for Exceptional Learners
D. Special Education 310 — Program Adaptations & Teaching Strategy Modifications

E. Special Education 312 — Motivation & Management of Exceptional Learners
F. Special Education 410 — Practical Application and Research
G. Special Education 412 - Field Experiences.

Education

Students preparing for teacher certification must be admitted to the Teacher Education Program. Up to 9 hours from the following 12 hour block of courses, EDUC 241, 242, 351 or 352, and 460, may be taken prior to admission to the Program. Students may also take SPED 201 prior to entering the Program. Students planning to major in Special Education are encouraged to take both SPED 201 and 203 in their sophomore year, prior to entering the program.

Education 241. Introduction to Education. (F,S)(3)

Explores the purposes, functions, and aims of education. Students are taken on an exploration of various topics including: teaching as a profession, historical and philosophical foundations of education, the theories and influences of great education thinkers, legal aspects of education, and the funding and structure of school programs.

Education 242. Early Involvement Internship. (F,S)(3)

A practical course in which students are assigned to a school classroom and meet periodically to discuss and generalize their experiences. The course focuses specifically on the key aspects of the Kentucky Education Reform Act of 1990 and the Kentucky Curriculum Frameworks. To be taken concurrently with Education 241. A $15 fee is charged. Forty-six hours of field experience is required.

Education 341. Methods of Teaching Mathematics in Elementary School. (S)(3)

Modern methods and materials for teaching mathematics in the elementary school. *Prerequisite*: Mathematics 203-204.

Education 342. Teaching Science in the Elementary Grades. (F)(3)

The student will examine science curriculum materials and activities in terms of Piaget's developmental stages. Topics will be identified that could be taught using experimental, inquiry, or discovery methods. Lesson plans will be developed using each of the three methods and activities constructed.

Education 351. Human Growth and Development. (F,S)(3)

This course focuses on basic concepts from human development from conception to death. *Prerequisite*: Psychology 111.

Education 352. Human Growth and Development in the Middle Grades. (S)(3)

This course focuses on the physical, intellectual, personal, social, and moral development of transescent students. Influences of families, peers, school, and mass media on the transescent are highlighted.

Education 361. Reading in the Primary Grades. (F,S)(3)

Basic principles, techniques, and materials for the teaching of reading in the primary grades; emphasis on Methods and Materials which provide for developmental and differentiates instruction. Includes observation, micro-teaching demonstrations, making of lesson plans, and evaluation of a child's readiness. (10 hours of field experience required.)

Education 362. Teaching Reading in the Content Subjects. (F,S)(3)

Comprehension, study, and reference skills as they pertain to reading in the content subjects; emphasis on language arts and the reading-writing relationship. *Prerequisite*: Education 361 (except for English majors).

Education 370. Curriculum Development for the Middle Grades. (F)(3)

This course involves tracing the history of curriculum development in the United States, as well as identifying trends in the curriculum of the middle school. It will include curriculum design, middle school terminology and techniques, social and cultural forces, political forces, programs, organization and evaluation.

Education 401. Introduction to Counseling and Guidance. (Sum)(3)
Educational, sociological, and psychological foundations of counseling and guidance in schools, colleges, and related service-oriented agencies. Essential counseling and guidance services, policies, practices and procedures. *Prerequisite*: Psychology 111.

Education 432. Methods and Materials in the Elementary School. (F,S)(4)
Emphasis on language arts and methods in the early elementary classroom. (15 hours of field experience required.)

Education 433. Supervised Student Teaching in the Elementary School. (F,S)(12)
Supervised student teaching in the elementary school for a period of 12 weeks. Students will work closely with a classroom teacher, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their coursework. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites*: See Requirements for Admission to Student Teaching. A supervisory fee of $100 is charged.

Education 436. Methods and Materials for the Middle Grades. (F,S)(4)
This course focuses on instructional strategies and materials needed for releasing the potential for the middle grade student leading from concrete to abstract learning. The course will include curriculum concepts and designs, innovative activities using hands-on-experiences, techniques of writing lesson plans, the development of a unit of work, materials for journal writing, class demonstrations and evaluation. (15 hours of field experience required.)

Education 440. Early Childhood Education. (Sum)(3)
Survey of the physical, emotional, mental, and psychological development of the child under six and the role of the kindergarten teachers in working with such a child.

Education 441. Elementary School Social Studies. (F)(3)
Methods and materials for the teaching of elementary school social studies, including kindergarten through eighth grade curricula. The philosophies, terminology, and evaluation of methods and materials will be included.

Education 443. Supervised Student Teaching in the Middle Grades. (F,S)(12)
Supervised student teaching in the middle school for a period of 12 weeks. Students will work closely with two classroom teachers, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their coursework. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites*: See Requirements for Admission to Student Teaching. A supervisory fee of $100 is charged.

Education 452. Methods and Materials in the Secondary School. (F,S)(4)
Current teaching methods, materials, and innovations in the secondary school with directed observations. (25 hours field experience.)

Education 453. Supervised Student Teaching in the Secondary School. (F,S)(12)
Supervised student teaching in the secondary school for a period of 12 weeks. Students will work closely with a classroom teacher, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their classwork. Application must be made by mid-term of the semester preceding student teaching. *Prerequisite*: See Requirements for Admission to Student Teaching. A supervisory fee of $100 is charged.

Education 460. Learning Theories for Educators. (F,S)(3)
The major focus of this course is an exploration of how individuals learn, including specific learning theories and their relation to classroom teaching.

Education 468. Educational Media. (Sum)(3)
Practice in operating educational media and construction of classroom materials. Emphasis on educational television use in the classroom.

Education 488. Professional Interaction in the Schools. (F,S)(3)
A course focusing on the role of the professional in the school. Topics include interaction with colleagues, administrators, students, parents, and other constituencies. A primary focus of the course is classroom management and discipline.

Education 495. Independent Study. (F,S)(3)
Open only to advanced students in the field of Education who wish to do intensive reading in a specific interest area. *Prerequisite*: Twelve semester hours of Education and permission of the Department Chair.

Special Education

Special Education 201. Survey of Exceptional Learners. (F,S,)(3)
An introductory course examining characteristics, identification criteria, and teaching modifications related to the education of exceptional learners.

Special Education 205. Characteristics and Curriculum for Exceptional Learners. (3)
This course examines the specific physical, mental, emotional, social, and academic characteristics of exceptional learners and each characteristic's impact on educational programming and curriculum design. *Prerequisite*: Special Education 201.

Special Education 301. Assessment for Exceptional Learners. (3)
This course examines formal and informal assessment of exceptional learners in the educational setting. Topics include teacher-made testing, standardized testing, testing criteria, validity and reliability factors, test data interpretation and application, and test administration. *Prerequisites*: Special Education 201.

Special Education 305. Methods and Materials in Special Education. (3)
This course examines the selection, design, and evaluation of specialized teaching strategies for the specific instructional needs of the exceptional learner. Emphasis will be on exceptional learners in the resource, self-contained, or home educational setting. *Prerequisites*: Special Education 201, 205, 301 and 312, and admission to the Teacher Education Program.

Special Education 310. Program Adaptations and Teaching Strategy Modications for Exceptional Learners. (3)
This course examines the program adaptations and teaching strategy modifications required for full inclusion of exceptional learners in the regular class setting. Topics include IEPs, ITPs, prescriptive programming, assistive strategies, early childhood and career education. *Prerequisites*: Special Education 201, 205, and admission to the Teacher Education Program.

Special Education 312. Motivation and Management of Exceptional Learners. (3)
This course examines a variety of motivation and classroom management theories as they relate to exceptional learners in an educational setting. *Prerequisite*: Special Education 201.

Special Education 410. Practical Application and Research. (3)
This course, in conjunction with Special Education 412 Field Experiences, includes a combination discussion-application approach to entire special education course of study at Union College. Topics include IEPs, ITPs, ARC meetings, collaboration, career education, programming and methodology, assessment, and record-keeping strategies. In addition, a comprehensive research project (applied site-based, historical, or comprehensive) will be required. *Prerequisites*: Special Education 201, 205, 301, 310 and 312, and admission to the Teacher Education Program. Concurrent enrollment in Special Education 412 is required.

Special Education 412. Field Experience. (3)
This course requires practical application of the material covered in Special Education 410 Practical Application and Research, in an educational setting serving school-age exceptional learners. *Prerequisites*: Special Education 201, 205, 301, 310, 312, and admission to the Teacher Education Program. Concurrent enrollment in Special Education 412 is required.

Area in English

Students preparing to teach high school English must complete the area in English, which does not include the foreign language requirement. In addition to the 30-hour English major described above, the area includes English 402 or 419; Education 362; Communication 221, 225 and 227; Drama 251 (*Prerequisite*: Drama 131), 331 and 451. See the Education Department section for more information about course requirements for teacher certification.

Certification in Science and Mathematics:

Students who wish to teach secondary science or mathematics may choose one of the three certification fields: Biology, Physical Science, or Mathematics. Certification to teach Biology or Mathematics requires satisfying the requirements for a major in one of those fields. Certification in Physical Science combines Chemistry, Physics, and Earth Science and requires completion of the Area described below:

Area of Concentration in Physical Science

A total of 49 semester hours including:

CHEM 111-112	General Chemistry	(6)
CHEM 131-132	General Chemistry Laboratory	(2)
CHEM 212	Analytical Chemistry	(4)
CHEM 311	Organic Chemistry	(4)
ENVS 101	Man and The Environment	(3)
ENVS 110	Physical Systems	(4)
ENVS 350	Man's Geologic Environment	(3)
ECON 251	Environmental Economics	(3)
GNSC 471	Science Seminar	(1)
Physical Science Electives		(6)

Area in Social Studies

An area of concentration consists of a minimum of sixty semester hours to include: 11 courses in history for a minimum of at least 33 semester hours with History 131 and 132 required as well as History 300 and four courses in U.S. history and four courses in non-U.S. history. History courses numbered 381 and 481 are special topics courses which will be offered in the area of U.S. history, non-U.S. history, or non-Western history and credit will be given in the appropriate area depending on the course content.

The remaining 27 semester hours credit must come from courses selected from the following disciplines: six hours economics (ECON 203 and 204), three hours psychology (PSYH 111), three hours anthropology (ANTH 221), three hours geography (GEOG 101), nine hours political science (PLSC 101 required, additional six hours from PLSC 231, 305, 308, 460, 470), and three hours sociology (SOCI 131).

Students completing the requirements for the Area in Social Studies will be certified to teach Social Studies and receive a major in history. Please refer to the sections for the Department of History, Religion, Philosophy, and Ancient Languages and the Department of Social and Behavioral Sciences for more information.

ABIGAIL E. WEEKS MEMORIAL LIBRARY

Department of English, Communication, and Modern Languages

Andelys Wood, Department Chair
Bernice Lawson, Secretary

Majors: English, Communication
Minors: English, Communication
Area: English

Goals and Objectives

"Make connections; let rip; and dance where you can" (Annie Dillard).

This statement by Annie Dillard sums up the goals of study in both English and Communication. Through study of texts, ranging from poetry to television commercials, and practice of thinking, writing, speaking, and listening, students become better prepared for the demands of a changing world. Graduates find careers in a variety of fields, including teaching, business and industry, public relations, and journalism. In addition, these majors and minors provide excellent preparation for graduate study.

Upon graduation from Union College with a major in English or communication, students should be able to:

1. Produce texts that follow the conventions of standard English usage, that are clear, organized, developed, and thoughtful, and that demonstrate awareness of audience.
2. Interpret texts with understanding, appreciation, and judgment.
3. Discuss a text in its historical, social, and cultural context.
4. Demonstrate ability to integrate technology into everyday work environments.

Upon graduation from Union College with a major in English, students should be able to meet goals 1-4 above and also:

5. Demonstrate knowledge of the nature and functions of language or of the historical development of English.
6. Demonstrate knowledge of the major traditions of English and American literature and their interdisciplinary connections.

Upon graduation from Union College with an area in English, students should be able to meet goals 1-6 above and also:

7. Demonstrate more extensive preparation in writing and in drama and communication.

Upon graduation from Union College with a major in communication, students should be able to meet goals 1-4 on the previous page and also:

5. Demonstrate knowledge of the nature, functions, and history of communication.

Assessment Procedures

Seniors in these programs will be asked to compile a portfolio of work they have done in courses in the major or area and to write a short analysis of their work. This analysis should include a statement explaining why the chosen pieces were included in the portfolio and what they show about the student's improvement as he or she has progressed through the program. The portfolio is due two weeks before the spring Assessment Day, when each graduating senior will be interviewed by a departmental team as part of the process of assessing whether departmental goals are being met.

Bachelor of Arts with a Major in English

In addition to all courses required for the minor, students complete the B.A. language requirement, which may be fulfilled by completing the equivalent of four semesters of a single foreign language or two semesters of each of two foreign languages, and take the following three courses:

A period course, chosen from the following:		(3)
ENGL 321	Medieval and Renaissance Literature	
ENGL 321	English Renaissance Literature	
ENGL 322	Restoration and Eighteenth Century Literature	
ENGL 323	Nineteenth Century Literature	
ENGL 431	Contemporary American Literature	
ENGL 472	Seminar in Literature	(3)
ENGL ___	An English elective	(3)

Requirements for a Minor in English (21 Semester Hours)

ENGL 221	Survey of English Literature I	(3)
ENGL 222	Survey of English Literature II	(3)
ENGL 231 or 232	Survey of American Literature	(3)
ENGL 311	Intermediate Composition	(3)
ENGL 372	Shakespeare	(3)
A genre course, chosen from the following:		(3)
ENGL 351	The English Novel: Defoe to Brontes	
ENGL 352	The English Novel: ca. 1850 to D.H. Lawrence	
ENGL 451	Modern Poetry	
ENGL 452	American Novel	
A language course, chosen from the following:		(3)
ENGL 401	Modern Grammar	
ENGL 421	History of the English Language	

Bachelor of Arts with a Major in Communication

In addition to the following courses, students complete the B.A. language requirement, which may be fulfilled by completing the equivalent of four semesters of a single foreign language or two semesters of each of two foreign languages.

COMM 211	Public Speaking	(3)
COMM 221	Introduction to Communications	(3)
COMM 225	Writing for the Media	(3)
COMM 227	Editing and Layout	(3)
COMM 325	Persuasion	(3)
COMM 341	Communication Theory	(3)
COMM 346	Research Methods	(3)

COMM 431	Media Law and Ethics	(3)
COMM 476	Media Criticism & Literacy	(3)
ENGL 221	Survey of English Literature I	(3)
ENGL 222	Survey of English Literature II	(3)
ENGL 311	Intermediate Composition	(3)
ENGL 402	Advanced Composition	(3)
DRAM 131	Introduction to Theatre	(3)
DRAM 251	Fundamentals of Acting	(3)
PHIL 151	Introduction to Philosophy: Knowledge and Reality	(3)
PHIL 340	Ethics	(3)
SOCI 131	Introduction to Sociology	(3)
SOCI 251	Current Socio-economic problems	(3)
PSYH 111	Introduction to Psychology	(3)
PSYH 330	Social Psychology	(3)
PLSC 101	American National Government	(3)
PLSC 231	International Politics	(3)
Choose one of the following three (PLSC 470 recommended)		(3)
PLSC 305	American Political Parties and Politics	
PLSC 308	The American Presidency	
PLSC 470	Political Violence	

Requirements for a Minor in Communication

For a minor in communication, students must complete a total of 21 hours of courses with the COMM prefix.

Degree in Secondary Education with an Area in English

Students preparing to teach high school English must complete the area in English, which does not include the foreign language requirement. In addition to the 30-hour English major described above, the area includes English 402 or 419; Education 362; Communication 221, 225 and 227; Drama 251 (*Prerequisite*: Drama 131), 331 and 451. See the Education Department section for more information about course requirements for teacher certification.

English

English 090-091. English as a Second Language. (on demand)(0)

A preliminary, non-credit course for the foreign student seeking to acquire sufficient competence in listening to and speaking the English language to be able to communicate effectively in the classroom and in the college community.

English 111. Freshman Composition I. (F,S)(3)

Writing papers from a variety of rhetorical approaches and stressing interdisciplinary connections. Reading of short prose pieces as models and for discussion. Must precede English 112.

English 112. Freshman Composition II. (F,S)(3)

Continuing the work begun in English 111, students in this course will review grammar, usage, and proofreading, will study the various types of essays, and will practice writing in response to short stories, poems, and plays. In addition, students will study the major principles of documentation and will examine various forms of academic writing. Must precede English 211. *Prerequisite:* Completion of English 111 with a grade of "C" or better.

English 113. Honors Composition and Literature. (F)(3)

A philosophical, historical, and critical survey of literary works and forms from the ancient world through the Medieval Period, this course is the first half of an English sequence designed to fulfill the Liberal Education Core at the honors level. *Prerequisite:* Acceptable score on national standardized test and permission of the department.

English 211. World Literature in Translation. (F,S)(3)
A survey of literary works and forms from the ancient world through the Renaissance. *Prerequisite:* English 112 with a grade of "C" or better.

English 213. Honors Western Literature. (S)(3)
A philosophical, historical, and critical survey of literary works and forms from the Renaissance through the Nineteenth Century, this course is the second half of an English sequence designed to fulfill the Liberal Education Core at the honors level. *Prerequisite:* English 113.

A general prerequisite for 200-level courses is the successful completion of English 111 and 112, or English 113 with a grade of "C" or better.

English 221, 222. Survey of English Literature. (F,S)(3)
The first half includes the Middle Ages, the Renaissance, the Restoration and Eighteenth Century, and the second includes the Romantic and Victorian periods and the Twentieth Century. Either course may be taken separately and not necessarily in sequence.

English 231, 232. Survey of American Literature. (F,S)(3)
The first half (1620-1865) begins with the Puritan writers and ends with Walt Whitman and Emily Dickinson, and the second (1865-1945) begins with Regional writers and ends with William Faulkner. Either course may be taken separately and not necessarily in sequence.

English 311. Intermediate Composition. (S)(3)
A writing course designed to reinforce and expand expository writing skills with an emphasis on writing as process.

A general prerequisite for literature courses numbered 300 and above is the successful completion of any one of English 211, 213, 221, 222, 231 or 232. Students are urged to consult with members of the department before enrolling for advanced work.

English 321. Medieval and Renaissance Literature. (F)(3)
A study of major texts of the Middle Ages and Renaissance in England, c. 680-1660, with particular attention to Chaucer, Arthurian material, drama including Shakespeare, and early Milton. (Odd years only.)

English 322. Restoration and Eighteenth Century Literature. (S)(3)
A study of major poetry and prose of 1660-1798, covering Milton, Dryden, Pope, Swift, Johnson, and their contemporaries. (Odd years only.)

English 323. Nineteenth Century Literature. (F)(3)
Major poetry and nonfiction prose of the nineteenth century, with focus on the rise and transformation of Romanticism in England from Blake and Wordsworth to Tennyson and Browning. (Even years only).

English 351, 352. The English Novel. (F,S)(3)
Historical study of the growth of the novel as a form. The first course includes novels from Defoe through the Brontës; the second begins ca. 1850 and goes through D.H. Lawrence. Either course may be taken separately and not necessarily in sequence. (Even years only.)

English 355. Children's and Adolescent Literature. (F)(3)
A course that surveys a wide variety of fiction and poetry enjoyed by children and adolescents and suggests ways of evaluating these works as literature.

English 372. Shakespeare. (S)(3)
A critical approach to selected histories, comedies, and tragedies, focusing on their timeless human, literary and dramatic qualities.

A general prerequisite for 400-level courses is junior standing.

English 401. Modern Grammar. (F)(3)
An intensive review of traditional grammar in combination with selected material from structuralist views of linguistic analysis and theories of transformational grammar. Attention will be paid to the practical application of each. (Even years only.)

English 402. Advanced Composition. (on demand)(3)
Writing competency is reinforced by further developing what has been learned in previous writing courses. The instructor will assign factual narratives, autobiographies, or other significant writing projects.

English 419. Composition for Teachers. (on demand)(3)
Discussion and practice of the writing process; the writing portfolio; technology in the writing classroom; and other issues of concern to class members, such as evaluation of student writing, research and documentation, and grammatical correctness.

English 421. History of the English Language. (F)(3)
A study of the origins and development of the English language from Anglo-Saxon times to the present. (Odd years only.)

English 425. African-American Literature. (F)(3)
A critical and historical study of the development of African-American literature in its various forms (slave narrative, essay, folk-tale, short story, poetry, novel, and drama) from its beginning to the present. (Even years only.)

English 431. Contemporary American Literature: Fiction. (S)(3)
A critical and historical study of the major American fiction (short stories and novels) since 1940, beginning with Richard Wright and J. D. Salinger and proceeding through the experimental fiction of the present time. (Even years only.)

English 451. Modern Poetry. (F)(3)
American and British poetry, with consideration of ways of reading, criticizing, and writing verse in this century. (Odd years only.)

English 452. American Novel. (S)(3)
A critical and historical study of the development of the American novel and its form from its beginning to William Faulkner. (Odd years only.)

English 472. Seminar in Literature. (S)(3)
Intensive study of a major writer, group, or literary topic. May be repeated once for credit.

English 495. Independent Study. (F,S)(3)
Intensive individual work under supervision, in some phase of English, American, or world literature, linguistics, or composition not otherwise covered in the curriculum. *Prerequisites:* Twenty-four hours of English above English 111, 112, and permission of the head of the department. May be repeated for credit.

Communication

COMM 211. Public Speaking (formerly SPCH 131) (F,S) (3)
Examines the principles and process of speech communication through applied oral presentations in a small-group public speaking setting. Discussion and application of basic theories of human communication and role of audience in the communication process.

COMM 221. Introduction to Communications (formerly JOUR 152) (F,S) (3)
Examines the significant theory, philosophy, and history of mass communication. This course enhances communication skills through oral and written assignments applied to the mass media.

COMM 225. Writing for the Media (formerly JOUR 225) (F,S) (3)
Students will learn the fundamentals of reporting and writing for print, broadcast and emerging media, focusing on writing to inform, writing to analyze and writing to persuade.

COMM 227. Editing and Layout (formerly JOUR 227) (S) (3)
Students will revise, edit, and proofread copy, and will learn the basics of print and on-line publication layout using desktop publishing and web design software.

COMM 325. Persuasion (S) (3)
Examines classical and contemporary theories of rhetoric, persuasion and propaganda, and the processes involved in attitude change, with emphasis on mass mediated messages and interpersonal spoken interaction in terms of politics, religion, social causes, advertising, etc. Students will apply this information to persuasive campaigns of their own making.

COMM 341. Communication Theory (F) (3)
The purpose of this course is to familiarize the student with the theories used by communication scholars. It is, in essence, a course on how communication scholars explain communication phenomena. This course will explore critical, historical, and scientific theories of communication.

COMM 346. Research Methods (S) (3)
The purpose of this course is to familiarize the student with the "process of knowing" used by communication scholars in studying human communication. It is, in essence, a course in the scientific method. This course will explore critical, historical, and scientific methods of researching communication. Each student will complete a major research project during the term.

COMM 431. Media Law and Ethics (formerly JOUR 331) (F)(3)
Examines the segments of U.S. laws which governs freedom of the press (First Amendment, libel, invasion of privacy, pornography/obscenity). Reviews press ethicists and applies their theories to print and broadcast media. (Odd years only.)

COMM 476. Media Criticism & Literacy (S) (3)
In this capstone course, students will become more informed and discerning consumers of media. We will analyze media as electronic delivery systems for visual and aural signs that increasingly dominate the way our society makes sense of itself and its environment. The course will introduce media issues such as form and content, analysis and production within social, economic, and political contexts. Critical exercises will play a prominent role in this course.

COMM 485. Internship (on demand) (up to 4)
Professional experience with a news or public relations organization with focus on gaining experience in writing, editing, design, advertising, or photography. *Prerequisites:* Fourteen credit hours in Communication, junior or senior status, and recommendation of Communication instructor.

French

The program offers the opportunity to gain understanding of France and its culture as well as a basic knowledge of the French language. Students offering more than one entrance unit in French and students transferring from other colleges should consult with the instructor before registering for any course in French.

French 111. Elementary French I. (F)(3)
Basic French grammar; simple reading, practice in the oral and written language. . Not open to students with two or more years of French study or experience.

French 112. Elementary French II. (S)(3)
Continuation of French 111. *Prerequisite:* French 111 or equivalent.

French 211. Intermediate French I. (F)(3)
More detailed study of grammatical structure; study of important literary works; individual collateral reading tailored to the student's interests. *Prerequisite:* French 112 or equivalent.

French 212. Intermediate French II. (S)(3)
Continuation of French 211. *Prerequisite:* French 211 or equivalent.

French 331. French Civilization. (on demand)(3)
The economic, social, and cultural development of France, French contributions to world civilization. May not count toward fulfillment of the language requirement. No knowledge of French required.

French 495. Independent Study. (F,S)(3)
Intensive independent study of some aspect of French literature or civilization. May be repeated for credit.

Spanish

The program offers the opportunity to gain some understanding of Spanish and Latin American culture as well as a basic knowledge of the Spanish language. Students offering more than one entrance unit in Spanish and students transferring from other colleges should consult with the instructor before registering for any course in Spanish.

Spanish 111. Elementary Spanish I. (F)(3)
Basic Spanish grammar; simple reading; practice in the oral and written language; cultural background. Not open to students with two or more years of French study or experience.

Spanish 112. Elementary Spanish II. (S)(3)
Continuation of Spanish 111. *Prerequisite:* Spanish 111 or equivalent.

Spanish 211. Intermediate Spanish I. (F)(3)
More detailed study of grammatical structure; study of important literary works; individual collateral reading tailored to the student's interests. *Prerequisite:* Spanish 112 or equivalent.

Spanish 212. Intermediate Spanish II. (S)(3)
Continuation of Spanish 211. *Prerequisite:* Spanish 211 or equivalent.

Department of Health and Physical Education

Debora D'Anna, Department Chair
Lana Gray, Secretary

Majors: Health, Physical Education, Recreation Management, and Sports Management
Minors: Athletic Training

Health

Students preparing to teach in Kentucky will receive both elementary and secondary certification by fulfilling the requirements of this program and passing the National Teachers Examination (NTE). It is strongly recommended that those students pursuing teaching certification in physical education also pursue a health major.

HLTH 270	Personal and Community Health	(3)
HLTH 275	Foundations of Health Science	(3)
HLTH 311	Health Education K-12	(3)
HLTH 340	Physiology and Anatomy	(3)
HLTH 350	Administration of Public Health	(3)
Health Electives		(12)
Select one of the following:		(3)
HLTH 361	Principles of Nutrition	
HLTH 461	Nutrition for Special Needs	

Requirements for a Minor in Health Education: Twenty-one semester hours which must include Health 131, 270, 311, 340, 361 or 461, and 475. Students not majoring in Physical Education must also take PHED 351.

Health 131. First Aid and Safety Education. (F,S,Sum)(3)
Designed to aid the student in developing an understanding of the basic principles of accident prevention as applicable to the home, the highway, and the school. First aid measures for various injuries and illnesses are discussed and practiced.

Health 252. Mental Health. (F)(3)
Basic needs for mental and emotional health. Emphasis on curriculum content and teaching aspects of mental health, and a more thorough understanding by the prospective teacher of mental health issues including stress and lifestyle, gender differences, life/death decisions, suicide, and child abuse. (Even years only.)

Health 270. Personal and Community Health. (F,S,Sum)(3)
The study of health related factors enabling intelligent decisions as they relate to the physical, mental, and social health of self, family, and community at present and for the future.

Health 272. Drugs and Society. (S)(3)
The effect of drug use and abuse on the individual and society. Strategies for making intelligent decisions regarding drugs will be discussed. Drugs and the sporting society will also be included. (Odd years only.)

Health 275. Foundations of Health Science.
This course involves a study of the history, foundational disciplines, and principles that led to the establishment of health education. The role of health education in the present health care system is also studied.

Health 311. Health Education —K-12. (S)(3)
The experiences, activities, and instruction of elementary and secondary students that lead to intelligent self-direction of health behavior.

Health 320. General School and Community Safety. (S)(3)
The review of principles and practices in establishing and maintaining a healthful and safe environment in the school, gymnasium, and playground.

Health 340. Physiology and Anatomy. (F)(3)
A study of cellular construction, tissues, organs, and systems of the human body. A study of the functions of these organs and systems as it deals with health and physical education discipline.

Health 350. Administration of Public Health.
This course involves a study of the leadership qualities and the basic guidelines for administrating a public health program. It includes basic concepts, administrative guidelines, and roles of public health officials, public health laws, and developing a master plan.

Health 361. Principles of Nutrition. (F)(3)
A study of the composition, nutritive value, and utilization of food.

Health 451. School and Community Health Workshop. (Sum)(3)
Reveals the relationship needed between the school and community to promote the total health of the population. Speakers are secured from official agencies, voluntary agencies, professional agencies, sponsored agencies, and other colleges. Small groups are utilized for discussion, field trips, and study through audio-visual aids.

Health 461. Nutrition for Special Needs. (S)(3)
A course focusing on the nutrition needs through the life cycle, energy metabolism, and therapeutic applications of nutrition.

Health 475. Critical Areas in Health. (F)(3)
Specific health problems confronting society today with particular reference to secondary age students.

Health 485. Field Experiences in Health. (F,Sum)(3-6)
A directed field experience in some phase of health, with consideration given to both the needs and interests of the student. Opportunities will be available for practical experiences in the school situation, official health agencies, and voluntary agencies.

Health 495. Independent Study. (F,S,Sum)(1-3)
Independent study for advanced students only.

Physical Education

Students preparing to teach in Kentucky will receive both elementary and secondary certification by fulfilling the requirements of this program and passing the National Teachers Examination (NTE).

Physical Education — with teaching certification (43 hours)

PHED 241	History and Philosophy of Physical Education	(3)
PHED 275	Principles of Elementary Movement Forms	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 360	Sport in Society	(3)
PHED 361	Organization and Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)

PHED 421	Kinesiology	(3)
PHED 425	Psychological Foundations of Sport and Human Performance	(3)
HLTH 340	Physiology and Anatomy	(3)
Four Physical Education Service Courses		(4)
PHED 261	Physical Education in the Elementary School	(3)
PHED 461	Physical Education in the Secondary School	(3)

Physical Education — non-teaching (37 hours)

PHED 241	History and Philosophy of Physical Education	(3)
PHED 321	Recreational Leadership	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 360	Sport in Society	(3)
PHED 361	Organization and Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 425	Psychological Foundations of Sport and Human Performance	(3)
HLTH 340	Physiology and Anatomy	(3)
Four Physical Education Service Courses		(4)

A maximum of eight semester hours of service courses may be credited toward graduation. Physical education majors must take four service courses. This is the maximum that can be applied to a major, but others may be taken as electives. The following service courses also meet the elementary and secondary requirement for physical education.

Physical Education 111. Beginning Swimming (Non-swimmers only). (F,S,Sum)(1)

Physical Education 112. Intermediate Swimming. (F,S,Sum)(1)

Physical Education 113. Lifeguard Training. (S)(1)
Advanced techniques of water safety and rescue. American Red Cross certification awarded to those who qualify. Cardiopulmonary resuscitation certification also awarded to those who qualify. *Prerequisite*: Successful completion of a swimming skills pre-test or permission of the instructor.

Physical Education 121. Team Sports. (F)(1)

Physical Education 122. Volleyball. (F,S)(1)

Physical Education 132. Golf. (F,S)(1)

Physical Education 133. Tennis and Badminton. (F,S,Sum)(1)

Physical Education 134. Personal Fitness and Aerobic Activities. (F,S)(1)

Physical Education 136. Weight Training. (F)(1)

Professional Courses

Physical Education 201. Theories of Coaching Football. (F)(3)
The practical study of the game of football, as it applies to the coach and player. A study of the fundamental skills, principles, and concepts. (Odd years only.)

Physical Education 202. Coaching Men's and Women's Basketball. (F)(3)
(Even years only.)

Physical Education 204. Coaching Baseball and Softball. (S)(3)

Physical Education 241. History and Philosophy of Physical Education. (S)(3)
From primitive man through the present, with particular emphasis on Greek physical education, European systems, and development of physical education in North America. Some research into the history of various sports.

Physical Education 261. Physical Education in the Elementary School. (F,M,Sum)(3)
The role of the classroom teacher in physical education. Emphasis is placed on the application of game, movements, exploration, rhythms, and self testing. Included are screening procedures for the assessment of motor development.

Physical Education 271. Sports Officiating. (F)(3)
Rules and officiating techniques in football, basketball, baseball, and track.

Physical Education 275. Principles of Elementary Movement Forms. (F)(3)
An experience in discovering the principles behind basic movement forms at the elementary physical education level. Various movement theories and concepts will be explored and examined on the cognitive and kinesthetic bases.

Physical Education 321. Recreational Leadership. (S)(3)
Leadership techniques in music, social games, arts and crafts, dramatics, camping, nature, and sports. Designed to aid students in enriching their own leisure time and to prepare for leadership in teaching, full-time Christian service, and social service.

Physical Education 340. Motor Development. (F)(3)
An examination of an individual's motor development across the lifespan. Particular emphasis will be placed on the effect physical activity has on growth and development.

Physical Education 351. Tests and Measurements in Health and Physical Education. (S)(3)
Evaluating health and physical education by the construction and administration of tests. Emphasizes reliability, objectivity, validity of tests, and grading systems.

Physical Education 360. Sport in Society. (S)(3)
A study of sport as a social institution in contemporary North American society. Emphasis will be placed on sport and its relationship with education, youth, women, politics, racism, and professionalism.

Physical Education 361. Organization and Administration of Physical Education and Athletics. (S)(3)
Administration of physical education and athletic programs in schools, with special emphasis on philosophy and leadership styles. Includes budget and finance, office management, curriculum development, facilities, legal factors, and public relations.

Physical Education 410. Exercise Physiology. (S)(3)
The effects of exercise and physical activity on various systems of the human body. Laboratory activities included. *Prerequisite*: Health 340 or permission of the instructor.

Physical Education 420. Physical Education for the Exceptional Child. (F)(3)
Health conditions which require the physical education program to be adapted to meet the needs of individuals with handicapping conditions will be studied. Additional emphasis on national, state, and local agencies designed to help meet the needs of these individuals. Some work with a local, exceptional population may be required.

Physical Education 421. Kinesiology. (S)(3)
An analysis of human motion and its relation to athletic and gymnastic activities; practical application of these principles.

Physical Education 425. Psychological Foundations of Sport and Human Performance. (F,M)(3)
An introduction into the psychological realm of sport and physical activity and its relationship to other disciplines. The objective of this course is to enable students to understand and apply available information from sport psychology in order to make sport and physical activity a more productive and beneficial experience for the participants.

Physical Education 461. Physical Education in the Secondary School. (F)(3)
Topical areas such as philosophy, teacher certification, competencies, and professional activities will be covered. Curriculum construction, instructional methods, class management and techniques for teaching specific activities will be considered as they relate to the secondary level.

Physical Education 471. Sports Management Internship. (F,S,Sum)(6)
Supervised sports management experience in a related setting.

Physical Education 495. Independent Study. (F,S,Sum)(3)
Independent work for advanced students only.

Athletic Training

ATHT 101	Introduction to Athletic Training	(3)
ATHT 201	Injury Recognition I	(3)
ATHT 231	Injury Recognition II	(3)
ATHT 271	Therapeutic Modalities	
(3)	ATHT 371 Therapeutic Rehabilitation	
(3)		
HLTH 340	Physiology and Anatomy	(3)
HLTH 361	Principles of Nutrition	(3)
PHED 425	Psychological Foundations of Sport and Human Performance	(3)

Recommended but not required:

HLTH 131	First Aid and Safety Education	(3)
HLTH 270	Personal and Community Health	(3)
PHED 410	Exercise Physiology	(3)
PHED 421	Kinesiology	(3)

Athletic Training 101. Introduction to Athletic Training. (F)(3)
Practical study and evaluation of various methods of conditioning. Emphasis on preventive and protective measures, practical study involving basic principles of massage, bandaging, strapping, and first aid. Analysis of the instruction and operation of the training room.

Athletic Training 151. Athletic Training Practicum I. (S)(1)
This course expands on the various taping, wrapping, padding and splinting techniques used in the training room and on the fields of competition. *Prerequisite*: Athletic Training 101.

Athletic Training 201. Injury Recognition I. (S)(3)
This course will expand the aspects of Introduction to Athletic Training. Special emphasis will be placed on the evaluation of lower extremity injuries. *Prerequisite*: Athletic Training 101.

Athletic Training 231. Injury Recognition II. (F)(3)
Continued expansion of the prevention and care of athletic injuries with special emphasis placed on the evaluation of upper extremity injuries. *Prerequisite*: Athletic Training 201.

Athletic Training 232. Athletic Training Practicum II. (F)(1)
This course develops the skills needed in the recognition and treatment of emergency and life threatening situations. CPR certification will be obtained. *Prerequisite*: Athletic Training 151.

Athletic Training 271. Therapeutic Modalities. (S)(3)
This course focuses on the techniques, the indications, and the contra-indications of therapeutic modalities in the clinical and athletic training setting. Use of electrical muscle stimulation, ultrasound, hydroculators, and thermal and cold modalities will be included. *Prerequisite*: Athletic Training 231.

Athletic Training 371. Therapeutic Rehabilitation. (S)(3)
The techniques of rehabilitation program development and the application of rehabilitation procedures of athletic injuries will be explored. Includes the proper application of isokinetic, isometric, and isotonic equipment. *Prerequisite*: Athletic Training 231.

Athletic Training 372. Athletic Training Practicum III. (S)(1)
This course further explores and develops the knowledge of injury assessment, treatment, and rehabilitation of athletic injuries. *Prerequisite*: Athletic Training 232.

Athletic Training 431. Seminar in Athletic Training. (F)(3)
Intensive study and research pertaining to the field of athletic training and sports medicine in preparation for the National Athletic Trainer's Association certification test. *Prerequisite*: Athletic Training 231.

Athletic Training 432. Athletic Training Practicum IV. (F)(1)
This course investigates the special needs of the female, the young, and the physically challenged athlete. *Prerequisite*: Athletic Training 372.

Athletic Training 451. Internship in Athletic Training. (F,S)(3)
Supervised athletic training in a school, college, or clinic setting. *Prerequisite*: Athletic Training 432.

Sports Management

The Sports Management Program is designed for individuals interested in pursuing a career in a sports management related field. Opportunities for careers exist with professional sports teams, YMCA's, health clubs, sporting goods sales, and athletic management. Two options within the program are available.

Sports Management - Health/Fitness Option (64 hours)

This is for the individual who desires to become involved as an instructor in a YMCA, health, or fitness club.

ACTG 271, 272	Principles of Accounting	(6)
BUAD 151	Business Processes	(3)
BUAD 202, 302	Business Communications I & II	(6)
BUAD 352	Principles of Management	(3)
BUAD 376	Entrepreneurship	(3)
MKTG 272	Personal Selling	(3)
MKTG 321	Principles of Marketing	(3)
HLTH 340	Physiology & Anatomy	(3)
PHED 111/112	Beginning or Intermediate Swimming	(1)
PHED 134	Personal Fitness and Aerobic Activities	(1)
PHED 241	History and Philosophy or Physical Education	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 361	Organization and Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 425	Psychological foundations of Sport and Human Performance	(3)
PHED 471	Sports Management Internship	(6)
Two Physical Education Service Courses		(2)

Sports Management - Business Operations Option (73 hours)

This is designed for the individual who desires to become involved in the management/sales area of sport.

ACTG 271, 272	Principles of Accounting	(6)
BUAD 151	Business Processes	(3)
BUAD 202, 302	Business Communications I & II	(6)
BUAD 310	Legal Environment of Business	(3)
BUAD 351	Principles of Finance	(3)
BUAD 352	Principles of Management	(3)
BUAD 372	Human Resource Management	(3)
BUAD 451	Strategic Decisions	(3)
ECON 204	Principles of Microeconomics	(3)
MKTG 321	Principles of Marketing	(3)
MKTG 370	Advertising	(3)
HLTH 340	Physiology & Anatomy	(3)
PHED 241	History and Philosophy or Physical Education	(3)
PHED 321	Recreational Leadership	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 360	Sport in Society	(3)
PHED 361	Organization and Administration of Physical Education and Athletics	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 471	Sports Management Internship	(6)
Four Physical Education Service Courses		(4)

Recreation Management

The Educational Objective of this curriculum is to provide men and women with the knowledge, skills, and confidence to handle a wide array of professional opportunities now available in outdoor/wilderness and commercial recreation as well as the preparation for life long involvement in leisure activities.

The Recreation Management Degree program will require that students complete a core program and to select an area of concentration in either Wilderness and Park Management, Outdoor Experiential Education, or Commercial Recreation (to be added at a future date).

Our students will also be required to complete an internship in their concentration and a minor in a supporting field.

This degree will prepare our graduates for careers in recreation program management, club management, outdoor recreation, experiential education, wilderness/park management, and resort recreation.

Recreation Management: (54 hours)

Core Requirements:

RECM 111	Introduction to Recreation and Leisure	(3)
RECM 201	Prin. of Outdoor Recreation	(3)
RECM 250	Recreational Programming	(3)
RECM 130	Wilderness Survival	(3)
RECM 420	Special Recreation	(3)
RECM 378	Wilderness First Responder	(3)
RECM 485	Rec. Management Internship	(12)

Outdoor Experiential Education Track

RECM 375	Admin. of Outdoor Recreation	(3)
RECM 233	Leadership Prin. in Adven. Education	(3)
RECM 411	Interpretive Methods	(3)

Wilderness and Park Management Track

RECM 375	Admin. of Outdoor Recreation	(3)
RECM 376	Mang. of Wilderness Resources	(3)
RECM 410	Conservation of Wilderness -Wild Rivers and Parks	(3)

Electives

RECM 234	Wilderness Adventure	(3)
RECM 132	Fly Fishing	(1)
RECM 131	Mountain Biking	(1)
RECM 135	Canoe/ Kayak	(1)

Additional Course Requirements

BIOL 232	Zoology	(3)
BIOL 233	Botany	(3)
	OR	

The total number of hours for the major is 54. This includes the Recreation Core, minor and area of emphasis.

Recreation Management 111. Introduction to Recreation and Leisure. (F)(3)
The study of recreation and leisure services as governmental/social responsibilities with local and national economic impact. The course will include an overview of such varied fields as travel and tourism, fitness programming, entertainment and the arts, and adventure education.

Recreation Management 132. Fly Fishing. (S)(M)(1)
This course is designed to provide a foundation in basic casting skills, fish habitat, basic entomology, fly tying and rod construction.

Recreation Management 130. Wilderness Survival. (F)(3)
Explores the skills required for survival in the wild. Land navigation, survival (air, shelter, water and food) and wilderness first aid skills will be covered. This course will include off campus class sessions.

Recreation Management 131. Mountain Biking. (S)(F)(1)
Introduce students to the specific skills required to explore the Back Country by mountain bike. Topics covered will include: bike fit, trail riding, environmental issues, bike design and repair, and route planning. *Prerequisite:* RECM 130 Wilderness Survival or permission of instructor.

Recreation Management 233. Adventure Education. (S)(3)
This course introduces the student to ropes and challenge courses, rappelling, rock climbing, and cave exploration both in theory and practical application. The student will also be involved with planning and leading the exercises. *Prerequisite:* RECM 130 or permission of instructor.

Recreation Management 234. Wilderness Adventure. (F)(3)
This course explores back country travel and living. Topics covered include: hiking, backpacking, horse packing, back country nutrition, trip planning, low impact/leave no trace camping. *Prerequisite:* RECM130 or permission of instructor.

Recreation Management 135. Canoe and Kayaking (S)(1)
Introduction to the basic skills and techniques required for safe and enjoyable river and lake travel by canoe and kayak. *Prerequisite:* RECM 130 or permission of instructor.

Recreation Management 201. Principles of Outdoor Recreation. (S)(3)
Study of the free-time outdoor recreational activities in which the activities are acted out for their own sake and in which there is an interaction with an element of nature. The nature of play, ritual and leisure within a structured entity, and its' management will be examined.

Recreation Management 250. Recreational Programming. (S)(3)
The program is what recreation is about. This course will cover the planning process as a logical problem solving system covering needs analysis, population identification, design, implementation, and program evaluation.

Recreation Management 350. Leadership Principles in Adventure Education. (S)(3)(odd years)
This course focuses on education that takes place in an outdoor setting. The emphasis is on programs that are outside of the classroom, out of the purview of the public school setting or those under the control of natural resource agencies. Students will be presented with various leadership styles and will be asked to design and implement these experiential programs and perform in leadership roles. *Prerequisite:* Avg. of C in RECM core.

Recreation Management 375. Administration of Outdoor Recreation. (F)(3)(even years)
This course is designed to prepare students for the management of safe and environmentally responsible outdoor programs. Topics will include but are not limited to: risk management, marketing and promotion, scheduling and program development, educational objectives and evaluation criteria, business planning, finance and budgets.

Recreation Management 376. Management of Wilderness Resources. (F)(3)(odd years)
Study of ecosystem characteristics and basic wilderness management principles and how to balance this with quality visitor experiences. *Prerequisite:* C average in RECM core.)

Recreation Management 378. Wilderness First Responder. (F)(3)
This course will cover first aid and emergency response in a wilderness environment. After completion of this course with a grade of C or above the student will qualify for DOT Wilderness First Responder certification.

Recreation Management 410. Conservation of Wilderness-Wild Rivers and Parks. (F)(3)(even years)
Study of the historical, philosophical and legislative background for the development and management of our national system of wilderness, wild and scenic rivers and trails, wildlife refuge/sanctuaries and national/state parks and their place in the social structure. *Prerequisite:* C average in RECM core.

Recreation Management 411. Interpretive Methods. (S)(3)(even years)
Interpretation/education in the natural setting that contributes to the leisure experience and as part of the natural and cultural resource management. Communication, educational, and media skills will be demonstrated through instructor and student organized applications. *Prerequisite:* C average in RECM core.

Recreation Management 485. Recreation Management Internship. (F)(S)(Sum)(12)
Supervised recreational internship in an outdoor/park setting for a 12 week period. Application shall be made by mid-term of the preceding semester. *Prerequisite:* 2.5 min. gpa in RECM.

Military Science Program (Army ROTC)

The mission of Union College's Army ROTC Program is to commission the future officer leadership of the United States Army. This is accomplished by providing a means for college students to pursue an Army commission as a second lieutenant while achieving their academic goals in their chosen field of study. Students may enroll in the first two years (Military Science 100-200 level courses) of Army ROTC without obligation to the military. These students gain an appreciation of the roles and missions of our national defense structure as well as military history. Students whose future employment goals may require leadership or managerial skills, those with an interest in our national defense structure, or those who wish to explore the benefits of a career in the U.S. Army Reserves, National Guard, or regular service are encouraged to take the introductory courses. Students who desire to receive a commission must contract to complete the advanced courses (Military Science 300-400 level courses) and ROTC Advanced Camp before commissioning.

A two-hour leadership lab is held each week and is required for all registered Military Science 301, 302, 401, and 402 students. A 45-minute physical training lab is held three times weekly for all Military Science 300 and 400 level courses. Uniforms are issued for leadership lab participants. A $100.00 monthly allowance is paid to advanced course students participating in Military Science

300 and 400 level courses.

A complete military science program is four years in length and is designed to supplement and complement any regular baccalaureate degree program. Successful completion of the advanced military science program qualifies a student for commission as a second lieutenant in one of the 16 accession branches in the U.S. Army. Entrance into other non-accession branches may occur after additional schooling.

Students desiring to enter the U.S. Army on active duty after completing ROTC must request it through the Professor of Military Science. Competition for active duty is keen. Students who desire to be commissioned in the Army Reserves or National Guard may sign a guaranteed reserve forces duty contract.

Advanced Placement Credit

U.S. military veterans, Reserve, or National Guard personnel who have completed ninety days active duty for training, students with three or more years of junior ROTC, and academic sophomores who complete the six-week Army ROTC Basic at Fort Knox, Kentucky may qualify for entry into the program at the advanced level. Interested student must be pursuing a four-year degree, have a minimum of four full semesters of undergraduate degree work remaining at time of entry, and meet all the prerequisites for commissioned service. A special program for graduate students is also available.

Military Science 101. Group Dynamics of Leadership. (F,S)(2)

Development of leadership and problem solving abilities; examination of leadership style, counseling, and team building techniques; comparison of civilian and military leadership; and analysis of the constitutional and historical basis for the U.S. Army. Enrollment by student with more than 60 credit hours requires Professor of Military Science approval.

Military Science 102. Dynamics of Leadership and Operational Teamwork. (F,S)(2)

Study theories, principles, techniques, and fundamentals of map reading and their application. Classes are systematically arranged to promote student participation in group leadership development and problem solving techniques. Enrollment by students with more than 60 credit hours requires Professor of Military Science approval.

Military Science 201. Intermediate Leadership I. (F,S)(2)

Introduction to intermediate leadership and management, emphasizing individual leader techniques and basic soldier skills such as first aid, map reading, and drill and ceremony. Individual skills learned during the course provide the requisite foundation necessary to build leadership abilities in small group and team application. *Prerequisite*: MIL 101 and 102 or approval of Professor of Military Science.

Military Science 202. American Military History. (F,S)(3)

Examines U.S. Military history form pre-Revolutionary times to post –Vietnam: defines the principles of war; discusses political-military interactions; develops leadership through group contribution in case studies which apply the principles of war to historical periods.

Military Science 203. Intermediate Leadership II. (F,S)(3)

Develops intermediate leadership abilities by introduction to small unit and squad operations and tactics. Individual military skill areas include training in advanced map reading, communications equipment and tasks, enhanced drill and ceremonies, and individual weapon fundamentals. This course is designed to prepare the motivated and dedicated student for the challenges of the ROTC Advanced Course. 2 Lec/2 Lab. *Prerequisite*: MIL 201 or Professor of Military Science approval.

Military Science 204. Military History (F,S)(3)

Traces the evolution of the art of warfare from the early modern period to the present by examining the development of generalship, strategy, tactics, theory, doctrine, professionalism, and logistics, and their interaction with social, political, economic, and technological factors.

Military Science 210. Military Science Practicum Basic. (Sum)(2,4,6)

Introduces Military Science in a comprehensive summer field course designed to be taken in lieu of MIL 101, 102, 201, or 203. This course emphasizes practical field application and leadership development. The camp is held at Fort Knox, Kentucky, and the student is paid for attending the camp. (No military obligation)

Military Science Advanced Courses

Prerequisites: Completion of Military Science Courses (101,102,201, and 203), or basic training or MIL210, or approved ROTC courses and meet Army qualification standards.

Military Science 301. Advanced Leadership and Management. (F)(3)
Introduction to advanced leadership and management, emphasizing the branches of the Army, communication systems, and equipment. Defines principles of leadership and develops leaderships through practical application as a leader in field training and physical conditioning. 2 Lec/5 Lab.

Military Science 302. Advanced Leadership and Management II. (S)(3)
Develops leadership and management ability and military skills in military communications, weapons, and tactics. Develops leadership and command presence through student presentations and practical application as a leader in field training and physical conditioning. 2 Lec/5 Lab.

Military Science 401. Fundamentals and Dynamics of the Military Team I. (F)(3)
Study of the military justice system, battalion staff organization, administrative/logistical management, army training management, and financial readiness. Hand-on application of the army writing style, military briefing techniques, time management, and the problem solving process. 2.5 Lec/5 Lab.

Military Science 402. Fundamentals of Dynamics of the Military Team II. (S)(3)
Study of officer customs/traditions, law of war, suicide prevention, environmental laws, defense against terrorism, operations security, soldier counseling, and army family team building. Examines creating an ethical climate, resolving ethical dilemmas, and motivating subordinates. 2.5 lec/5 Lab.

Military Science 410. Military Science Practicum Advanced. (Sum)(6)
Develops leadership through an intensive summer field course of rotating leader/command experience in problem analysis, decision-making, and troop leading while providing in-depth coverage of technical and tactical subjects.

W
E

Department of History, Religion, Philosophy and Ancient Languages

Van Michael Leslie, Department Chair
Karen Broughton, Secretary

Majors: History, History/Political Science (refer to Department of Social Sciences on page 92 for Political Science course descriptions), Religion, Religion/Philosophy, Christian Education
Minors: History, Religion, Philosophy
Other Studies: Greek (classical and Koine), Hebrew (Biblical), Area in Social Studies (see Department of Education section on page 49)

History

Requirements for a Major: Thirty-three semester hours of history including History 131, 132, and 300. At least 12 hours must be U.S. History and 12 hours must be non-U.S. History. Humanities 320 may also be counted toward the history major or minor.

Requirements for a Minor: Twenty-one semester hours in history including History 131 and 132. At least 9 hours must be in U.S. History and 9 in non-U.S. History.

Language Recommendation: All history majors and minors are strongly encouraged to undertake the study of a foreign language in conjunction with their history program. For those intending to go to graduate school, it is recommended that a course of study leading to a Bachelor of Arts Degree be completed.

History 131. Western Civilization to 1715. (F,S)(3)
A survey of the dominant themes in the formation of the Western civilization from the ancient world to the age of absolutism. Special attention will be given to the reading and interpretation of primary historical sources.

History 132. Western Civilization since 1715. (F,S)(3)
A survey of the dominant themes in the formation of modern Western civilization. Special attention will be given to the reading and interpretation of primary historical sources.

History 201. United States History to 1865. (F)(3)
A survey of American history through the Civil War, tracing the development of the American nation. Stress is placed on the nature of colonial society, the American Revolution, the creation of a national government, the influence of Jackson, and the Civil War.

History 202. United States History since 1865. (S)(3)
A survey of American history to present times tracing the rise of America as a world power. Emphasis is on the changes of industrialization, the loss of civil rights, protest and reform, the Depression, and American influence in the world.

History 233. History of Appalachia. (F)(3)
A survey of the region from settlement to the present, with emphasis on the period since the Civil War. The course examines the diversity of historical development within the region, and the paradox of relative isolation along with integrating aspects of industrialization and modernization.

History 241. American Economic History. (F)(3)
Examination of the economic forces shaping the development of the American nation. Topical consideration of mercantilism, the rise of capitalism, slavery, the shocks of industrialization, the New Deal, and criticism of American economic power and capitalism. (Odd years only.)

History 300. Historical Research and Methods. (F)(3)
Gathering and criticism of data; bibliographies and aids; problems in historiography, composition analysis, and the final monograph. Regardless of the monograph topic chosen by the student, this course does not count toward either the United States or non-United States requirement within the major. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor.

History 311. United States Colonial and Revolutionary Eras (1600-1815). (S)(3)
An examination of the conflicting interpretations of these eras. A topical treatment of colonial society and culture, the causes and consequences of the Revolution, the Constitution, and the early national period. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Even years only.)

History 312. Jacksonian Era & the Civil War (1815-1865). (S)(3)
Emphasis on the conflicting historical interpretations of Jacksonian American and the Civil War. Topics include the Second Political Party System, slavery, expansion, and the causes of the Civil War. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Even years only.)

History 313. Industrial America (1865-1919). (S)(3)
A consideration of Reconstruction, the loss of civil rights, industrialization and urbanization, Populist and Progressive reforms, World War I, and historiography. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Odd years only.)

History 323. Latin America. (on demand)(3)
Survey of Latin American history from the discoveries by Columbus to the present. *Prerequisite*: A previous 100 or 200 level course in history or permission of the instructor.

History 341. History of Britain to 1688. (F)(3)
British history from the Roman occupation to the Glorious Revolution with emphasis on the development of the English people and state. *Prerequisite*: A previous 100 or 200 level course in history or permission of the instructor.

History 342. History of Britain since 1688. (S)(3)
A study of British history from the Glorious Revolution to the present with emphasis on political and institutional development and the role of Britain in the world, including the rise and decline of the British empire. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor.

History 351. Europe to 1815. (on demand)(3)
History of Europe from 1350 to 1815. The course covers the intellectual, political, and social history of Europe from the Renaissance to the era of the French Revolution and Napoleon. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor.

History 352. Europe since 1815. (S)(3)
History of Europe from 1815 to the present. The course covers the intellectual, political, and social history of Europe from the Congress of Vienna to the contemporary era of European integration. Special focus will be given to the process of modernization, the world wars, and the course of European history since 1945. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Odd years only.)

History 361. Middle East History. (on demand)(3)
An introduction to the history of the Middle East from the beginnings of Islam to the present day. Focus will be on Islamic institutions and culture, the modernization of Middle Eastern governments, the struggle by various people for political independence, the course of the Arab-Israeli conflict, and contemporary developments in the region. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor.

History 421. The Middle Period (1821-1850). (S)(3)
A detailed examination of Jackson, politics, and the culture of the period. Stress is placed on reform and the predominance of change in American life, and conflicting interpretations of the period. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Odd years only.)

History 445. American Constitutional History. (on demand)(3)
An examination of the origins of the Constitution, and the history of changing constitutional interpretations as embodied in the decisions and dissents of the U.S. Supreme Court. Major topics include federal-state relations, economic regulation, and civil and political rights and liberties. *Prerequisite*: A 200 or 300 level course in U.S. history or permission of the instructor.

History 446. History of Russia. (on demand)(3)
Russian history since 1689. Survey of the political and social changes in Russia from the time of Peter the Great to the present, including an extensive review of the origins and development of the modern Soviet state. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor.

History 470. Twentieth Century America. (F)(3)
Selected topics on the nation's history since 1919, including the 1920s, the Great Depression and New Deal, World War II, the Cold War, the Civil Rights Revolution, and political and social developments since 1945. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Even years only.)

History 475. Special Topics in American History. (on demand)(3)
An intense, analytic study of a major problem or topic in American history. May be repeated for credit as long as the topic is different. *Prerequisite*: A previous 100 or 200 level history course or permission of the instructor.

History 476. Special Topics in European History. (on demand)(3)
An intense, analytic study of a major problem or topic in European history. May be repeated for credit as long as the topic is different. *Prerequisite*: A previous 100 or 200 level history course or permission of the instructor.

History 495. Independent Study. (F,S,Sum)(1-3)

Religion

Religion courses are designed to acquaint students with the Bible, the Christian heritage, and the other great religious traditions; to deepen their understanding of God, themselves, and the human community; and to develop an appreciation of how religious studies relate to other academic disciplines. Studies in religion are especially recommended for students of fine arts, psychology, history, and literature, and for students preparing for Christian ministry.

Requirements for a Bachelor of Arts in Religion: Thirty-three semester hours. Students must also fulfill the B.A. language requirement.

The major must include the following (33 Semester Hours)

RLGN 111	Old Testament	(3)
RLGN 112	New Testament	(3)
PHIL 151	Introduction to Philosophy: Knowledge and Reality	(3)
or PHIL 152	Introduction to Philosophy: Ethics and Society	
RLGN 252	Religious Foundations of Western Civilization	(3)
or RLGN 352	Christian Thought from the Reformation to the Enlightenment	
PHIL 261	Philosophy of Religion	(3)
RLGN 356	Contemporary Christian Thought	(3)
RLGN 412 or	Worship and Sacrament	(3)
RLGN 479	Seminar in Religion	

Twelve additional hours in religion, six of which must be in courses numbered above 300. Philosophy 340, Ethics, may substitute for three of these hours (12)

Bachelor of Arts Language Requirement for Religion: Two years (or the equivalent) of language study are required for the major. This requirement may be fulfilled by: (1) two years of a single modern foreign language; (2) one year of Greek or Hebrew and one year of a modern language; or (3) one year of Greek and one year of Hebrew. Total Hours: 39

Requirements for a Minor: Twenty-one semester hours, at least nine of which must be in courses numbered above 300.

Religion 111. Old Testament. (F)(3)
The writings of the Hebrew Bible and Apocrypha are studied with particular attention to religious faith and practice in ancient Israel from earliest times to the Maccabean Age.

Religion 112. New Testament. (S)(3)
The writings of the New Testament are studied with particular attention to the faith and practice of early Christianity and its relationship to Judaism and Greco-Roman culture.

Religion 131. World Religions. (F)(3)
A descriptive account of the faith and practices of present-day world religions, with emphasis on Judaism, Hinduism, Buddhism, Confucianism, and Islam.

Religion 252. Religious Foundations of Western Civilization. (S)(3)
An introduction to the theological, social, and political development of Christianity and Judaism from the first century to the high Middle Ages, emphasizing the relationship between religious thought and society. (Even years only.)

Religion 331. The Life and Teachings of Jesus. (F)(3)
A study of the gospels with particular attention to the influence of Jesus' life and teachings within the Christian religion, within both western and non-western cultures. *Prerequisite*: Religion 112 (Odd years only.)

Religion 341. Paul. (S)(3)
The world of Paul, his life, teachings, and his significant place in the Christian tradition. *Prerequisite*: Religion 112 recommended. (Even years only.)

Religion 352. Christian Thought from the Reformation to the Enlightenment (F)(3)
Christian thought on the European continent and in England from the sixteenth century through the nineteenth century. (Odd years only.)

Religion 354. Religion in the United States. (S)(3)
A phenomenological and historical study of the varieties of religious practice in the United States. (Odd years only.)

Religion 356. Contemporary Christian Thought. (F)(3)
Examination of contemporary issues in theology, ethics and hermeneutics. (Even years only.)

Religion 361. Education in the Local Church. (S)(3)
Theory and practice of Christian Education with special attention on planning a program in the local church. (Odd years only.)

Religion 412. Worship and Sacrament. (on demand)(3)
The development of worship and sacrament in Christianity from the Bible to the present. Attention will be given to the diversity of practice in contemporary Western churches. *Prerequisite*: Religion 112 or permission of instructor.

Religion 479. Seminar in Religion. (S)(3)
Intensive study of special topics in religion. *Prerequisites*: Advanced standing and permission of the instructor. (Even years only.)

Religion 495. Independent Study. (F,S)(3)
Independent study or research on approved topics. May be repeated for credit.

Ancient Languages

Greek 111-112, Elementary Greek. (F,S) (3)
A study of Classical and Koine Greek to prepare students for advanced study of Greek philosophy, New Testament, and early Christian theology.

Greek 211, Intermediate Greek—Grammar (F) (3)
A continuation of Greek 112 designed review grammar through translations of primary texts. *Prerequisite*: Greek 112.

Greek 212, Intermediate Greek—Readings (S) (3)
Translation of texts from Greek philosophy, New Testament, and early Christian theology. *Prerequisite*: Greek 211.

Hebrew 111-112, Elementary Hebrew. (on demand) (3)
A study of biblical Hebrew to prepare students for advanced study in Old Testament.

Philosophy

The word "philosophy" means, literally, "the love of wisdom." Philosophy encourages critical thinking and engages in systematic inquiry into questions of the meaning of life, the nature of reality, truth and justification, knowledge and belief, religion and science, personal morality and social justice.

In addition to providing any student with an opportunity for developing analytical skills and clarifying personal beliefs on many issues, a minor in philosophy can be an effective part of a pre-professional course of studies for the law, the ministry, business, medicine, journalism, creative writing, public service or politics. Indeed, students in philosophy routinely score highest among all departments on professional and graduate school tests. Although traditionally considered the most "abstract" and "impractical" of all academic disciplines, philosophers today are found working in hospitals, businesses, non-profit corporations and government as well as in college teaching.

Requirements for a Minor: Twenty-one semester hours.

Philosophy 151. Introduction to Philosophy: Knowledge and Reality. (F)(3)
An introduction to the aims, methods and history of philosophy with special attention to questions related to the nature of reality, skepticism and certainty, knowledge and belief, reason and experience, truth and justification, philosophy of mind, the existence of God, science and religion. Emphasis is placed upon helping students develop critical thinking skills.

Philosophy 152. Introduction to Philosophy: Ethics and Society. (S)(3)
An introduction to the aims, methods and history of philosophy with special attention to questions related to the nature of moral value, skepticism and relativism, the individual and society, concepts of justice, philosophy of life, contemporary moral issues. Emphasis is placed upon helping students to develop skills in critical thinking.

Philosophy 261. Philosophy of Religion. (S)(3)
Examination of philosophical issues related to religious faith such as concepts of religion and of God, arguments for and against the existence of God, the problem of evil, religious language, mysticism and religious experience, faith and reason, religion and science, religion and morality, religion and politics, revelation, miracles, life after death, relativism and pluralism, particularism and universalism. Course will include traditional and contemporary approaches. (Even years only.) *Prerequisite*: One course in philosophy and one course in religion or permission of the instructor.

Philosophy 320. Logic. (F)(3)
A study of formal and informal methods of rational argumentation including the uses of language, definition, logical fallacies, traditional syllogistic logic, modern propositional logic, first order predicate logic. Course will stress development of skills for the construction and criticism of actual arguments. (Odd years only.) *Prerequisite*: One course in philosophy or permission of the instructor.

Philosophy 340. Ethics. (F)(3)
A study of ethical theories and principles, the nature of moral discourse, subjectivism and relativism, contemporary moral problems. Emphasis is placed upon helping students to develop skills for relating theoretical issues to concrete moral decision-making. Course may be listed under an appropriate subtitle such as: Biomedical Ethics, Environmental Ethics, Religion and Morality, etc., May be repeated for credit when listed under a different subtitle. (Odd years only.) *Prerequisite*: One course in philosophy or permission of the instructor.

Philosophy 360. Knowledge and Reality. (S)(3)
Selected topics in epistemology and metaphysics. Course may be listed under an appropriate subtitle such as: philosophy of science, philosophy of mind, philosophy of language, reason and relativism, religion and science, etc. May be repeated for credit when listed under a different subtitle. (Odd years only.) *Prerequisite*: One course in philosophy or permission of the instructor.

Philosophy 415. Analytic Philosophy. (F)(3)
Examination of issues and methods related to "the linguistic turn" in philosophy through the study of representative philosophers such as Moore, Russell, Wittgenstein and movements such as logical positivism and ordinary language philosophy. Course will consider distinctive contributions from the American philosophical tradition of pragmatism from Peirce to Rorty. (Odd years only.) *Prerequisite*: At least one course in philosophy. Permission of the instructor is highly recommended.

Philosophy 417. Continental Philosophy. (S)(3)
Examination of issues and methods in recent continental philosophy through the study of representative philosophers such as Kierkegaard, Nietzsche, Husserl, Heidegger, Tillich, Sartre, Camus, Gadamer, Habermas, Levinas, Foucault, Derrida and movements such as existentialism, phenomenology, hermeneutics, critical theory and deconstruction. Course will consider parallels between analytic and continental approaches to philosophy. (Odd years only.) *Prerequisite*: At least one course in philosophy. Permission of the instructor is highly recommended.

Philosophy 479. Seminar in Philosophy. (on demand)(3)
Intensive study of a special topic, historical period or philosopher. May be repeated for credit. *Prerequisite*: Permission of the instructor.

Philosophy 495. Independent Study. (on demand)(3)
Independent study or research on approved topics. May be repeated for credit. *Prerequisite*: Permission of the instructor.

Philosophy/Religion

Bachelor of Arts with a major in Philosophy/Religion: Thirty semester hours.

The Philosophy/Religion major is recommended as an especially strong course of studies for students seeking a broad background in the Liberal Arts, interdisciplinary studies in the Humanities or a specialization in the traditions of Western or Comparative History of Ideas. It is a useful course of studies for many pre-professional programs in such areas as law, business, politics, public administration and public service, teaching and religious vocations. It provides a solid background for graduate studies in philosophy, religion or other related disciplines.

RLGN 111	Old Testament	(3)
or		
RLGN 112	New Testament	(3)
RLGN 131	World Religions	(3)
RLGN 356	Contemporary Christian Thought	(3)
PHIL 151	Introduction to Philosophy: Knowledge and Reality	(3)
PHIL 152	Introduction to Philosophy: Ethics and Society	(3)
PHIL 261	Philosophy of Religion	(3)
PHIL 320	Logic	(3)
PHIL 340	Ethics	(3)

The remaining course(s) may be selected from courses in Religion or in Philosophy at the 300 level or above. In addition to the basic 30 hours, Religion 479 and Philosophy 479 are strongly recommended.

Bachelor of Arts Language Requirement for Philosophy and Religion: Two years (or the equivalent) of language study are required for the major. This requirement may be fulfilled by: (1) two years of a single modern foreign language; (2) one year of Greek or Hebrew and one year of a modern foreign language; or (3) one year of Greek and one year of Hebrew.

Christian Education

In recognition of increasing demand for trained men and women as full-time Christian workers in the ministry of the local church, to serve in the capacities of pastor's assistant, director of youth work, or Director of Christian Education, a specific four-year course of study has been arranged, using the facilities of various departments. It is designed to meet the basic needs of students who wish to go directly into church positions without graduate work.

Bachelor of Science in Christian Education requirements: Philosophy 261, Physical Education 321, Religion 111, 112, 356, 361, and Speech 131.

Nine additional hours in religion courses numbered above 300 complete the thirty-hour major. Psychology 402 may be substituted for one of these courses. Additional courses in music, drama and Appalachian Studies are recommended to complete the major. A second major or minor in drama or music is strongly suggested.

Pre-Law

Most law school admissions committees require a student to have a four-year college program leading to the Bachelor of Arts or Bachelor of Science degree plus an acceptable score on the Law School Admissions Test. Regardless of the major, elective hours in accounting, business, history, political science, philosophy, and English prove helpful. Students should consult with a pre-law advistor, Dr. John Taylor, no later than the junior year.

Department of Music and Fine Arts

Thomas J. McFarland, Department Chair
Kathy Valentine, Secretary

Majors: Drama, Music, Music Education
Minors: Drama, Music

Art

Union College course offerings in the field of art provide service courses for several curricula and opportunities for exploration and growth in artistic self-expression.

Art 132. Introduction to Art. (on demand)(3)
An introduction to Art outlining basic approaches, principles, techniques and media as well as styles of expression, both past and present.

Art 271. Elementary School Art. (F,S)(3)
A studio course involving many kinds of art projects in media suitable to and practicable for elementary grades.

Art 273. Art History. (F,S)(3)
The survey of major movements, personalities, and styles of architecture, painting and sculpture of western art.

Art 495. Independent Study. (on demand)(3)
Independent study or research on approved topics. May be repeated for credit.

Drama

Requirements for a Major: A major in Drama consists of the following 30 hours. In addition, a Drama major must complete a reading list which consists of selected plays from the various periods. The student must write a one-page summary of the action of those plays which have not been covered in any of the courses taken.

DRAM 251	Fundamentals of Acting	(3)
DRAM 331	Scene and Light Design	(3)
DRAM 365	History of the Theatre to 1642	(3)
DRAM 366	History of the Theatre since 1642	(3)
DRAM 451	Directing	(3)
DRAM 461	Senior Project I	(3)
DRAM 462	Senior Project II	(3)

ENGL 372	Shakespeare	(3)
Two of the following:		(6)
DRAM 280, 380, 480	Theatre Practicums	
DRAM 332	Costume and Make-up Design	
DRAM 421	Non-Western Theatre and Drama	

Requirements for a Minor in Drama: A minor in Drama consists of the following 21 hours:

DRAM 251	Fundamentals of Acting	(3)
DRAM 331	Scene and Light Design	(3)
DRAM 365	History of the Theatre to 1642	(3)
DRAM 366	History of the Theatre since 1642	(3)
DRAM 451	Directing	(3)
Two of the following:		(6)
DRAM 280, 380, 480	Theatre Practicums	
DRAM 332	Costume and Make-up Design	
DRAM 421	Non-Western Theatre and Drama	
ENGL 372	Shakespeare	

Drama 131. Introduction to the Theatre. (F,S)(3)
A broad overview of the history of theatre and drama as well as an introductory study of acting, designing, and directing. (Participating in Union College Theatre is not a part of this course.)

Drama 180, 280, 380, 480. Theatre Practicum. (F,S)(1)
Actual practical experience in preparing productions for Union College Theatre. Participation may be in the area of acting or technical work.

Drama 251. Fundamentals of Acting. (S)(3)
Stanislavski approach to acting. The course will consist of exercises and the analysis and performance of scenes from contemporary drama and Shakespeare. *Prerequisite*: Drama 131 or permission of the instructor. (Odd years only.)

Drama 331. Scene and Light Design. (F)(3)
Fundamentals of set and light design for the stage. Practical study of set construction and lighting equipment as well as designing the set and lights for a play selected by the student. *Prerequisite*: Drama 131 or permission of the instructor. (Odd years only.)

Drama 332. Costume and Make-up Design. (on demand)(3)
Fundamentals of costume and make-up design. Practical study of sewing techniques as well as designing costumes for a period play selected by the student. *Prerequisite*: Drama 131 or permission of the instructor.

Drama 365. History of the Theatre to 1642. (F)(3)
A study of the theatre, drama, and criticism from the Greeks to 1642. *Prerequisite*: Drama 131 or permission of the instructor. (Even years only.)

Drama 366. History of the Theatre since 1642. (S)(3)
A study of the theatre, drama, and criticism from 1642 to the present. *Prerequisite*: Drama 131 or permission of the instructor. (Even years only.)

Drama 421. Non-Western Theatre and Drama. (on demand)(3)
A study of the traditional forms of theatre and drama in India, Southeast Asia, China, and Japan. *Prerequisite*: Drama 131 or permission of the instructor.

Drama 451. Directing. (on demand)(3)
Study of directing techniques and script analysis culminating in the staging of a one-act play. *Prerequisite*: Permission of the instructor.

Drama 461. Senior Project in Theatre I. (on demand)(3)
Advanced work in the theatre arts which consists of selecting, analyzing, and designing a full-length play for production (or a project of comparable magnitude to be chosen in consultation with the instructor). Open to drama majors only.

Drama 462. Senior Project in Theatre II. (on demand)(3)
Continuation of Drama 461: will consist of mounting the production of the full-length play (selected, analyzed, and designed in Drama 461) as part of the Union College Theatre season (or completion of alternative project). *Prerequisites*: Successful completion of Drama 461 and permission of the instructor.

Drama 495. Independent Study. (on demand)(3)
Independent study or research on approved topics.

Music

Objectives:

1. To provide the required curricula for the Bachelor of Arts and the Bachelor of Science in Music, the Bachelor of Music in Church Music, the Bachelor of Music in Music Education.
2. To offer group and private instruction which provides for the development of individual musicianship of the music major, music minor, and general college student.
3. To offer opportunities for participation in music ensembles and music theatre for the music majors, music minors, and general college students.
4. To provide recitals, concerts, & music theatre for the cultural enrichment of the campus & community.

Music Library: The music library, located in the Fine Arts Building, contains records, CDs, tapes, scores, listening and computer assisted music instruction facilities.

Degrees

Students majoring in music at Union College may pursue the following degree programs: Bachelor of Music in Music Education, Bachelor of Arts in Music

Bachelor of Music in Music Education (K-12 Certificate)

Candidates for the Bachelor of Music in Music Education will take the following courses (see also Liberal Education and graduation requirements within which Music 161-162, Foundations of Music, must be selected).

Option I, Instrumental Emphasis (74 Semester Hours)

I. Music Core (31 Semester Hours)

MUSC 111-312	Applied Music (Major Instrument)	(6)
MUSC 101-102	Applied Voice	(2)
MUSC 153, 154	Instrumental Ensembles (7 semesters)	(0)
MUSC 152, 159	Choral Ensembles (2 semesters)	(0)
MUSC 173-174	Piano Class	(2)
MUSC 261-262	Harmony	(6)
MUSC 263-264	Ear-Training	(2)
MUSC 321-322	Music History	(6)
MUSC 361-362	Form and Analysis	(4)
MUSC 317	Junior Recital	(1)
MUSC 475	Vocal Pedagogy	(2)

II. Professional Courses (34 semester hours)

EDUC 241	Introduction to Education	(3)
EDUC 242	Early Involvement Internship	(3)
EDUC 351	Human Growth and Development	(3)
EDUC 453	Supervised Student Teaching in the Secondary School	(12)
EDUC 460	Learning Theories for Educators	(3)
MUSC 373	Elementary School Music	(3)
MUSC 375	Instrumental Methods and Materials	(2)
MUSC 471	Marching Band Techniques	(2)
SPED 201	Survey of Exceptional Learners	(3)

III. Additional Music Requirements (9 semester hours)

MUSC 172	Woodwind Instruments Class	(1)
MUSC 175	Brass Instruments Class	(1)
MUSC 176	Percussion Instruments Class	(1)
MUSC 365	Arranging	(2)
MUSC 473	Choral Conducting	(2)
MUSC 474	Instrumental Conducting	(2)

Option II, Vocal Emphasis (76 Semester Hours)

I. Music Core (32 Semester Hours)

MUSC 111-312	Applied Music (Vocal or Piano)	(6)
MUSC 101-201	Applied Music (Instrumental)	(3)
MUSC 152	Choral Ensembles (7 semesters)	(0)
MUSC 153, 154	Instrumental Ensembles (2 semesters)	(0)
MUSC 173, 174	Piano Class	(2)
MUSC 261-262	Harmony	(6)
MUSC 263-264	Ear-Training	(2)
MUSC 317	Junior Recital	(1)
MUSC 321-322	Music History	(6)
MUSC 361-362	Form and Analysis	(4)
MUSC 475	Vocal Pedagogy	(2)

II. Professional Courses (33 Semester Hours)

EDUC 241	Introduction to Education	(3)
EDUC 242	Early Involvement Internship	(3)
EDUC 351	Human Growth and Development	(3)
EDUC 453	Supervised Student Teaching in the Secondary School	(12)
EDUC 460	Learning Theories for Educators	(3)
MUSC 373	Elementary School Music	(3)
MUSC 374	Vocal Methods for the Secondary School	(3)
SPED 201	Survey of Exceptional Learners	(3)

III. Additional Music Requirements (11 Semester Hours)

MUSC 172	Woodwind Instruments Class	(1)
MUSC 175	Brass Instruments Class	(1)
MUSC 176	Percussion Instruments Class	(1)
MUSC 365	Arranging	(2)
MUSC 473	Choral Conducting	(2)
MUSC 474	Instrumental Conducting	(2)
Keyboard Majors: Applied Voice		(2)
or Voice Majors: Applied Piano		(2)

Bachelor of Arts in Music

Candidates for the Bachelor of Arts Degree in Music will take the following music courses either from Option I or Option II (see also Liberal Education and graduation requirements):

Option I. Music History Emphasis (40 Semester Hours)

MUSC 111-212	Applied Music*	(8)
MUSC 161-162	Foundations of Music	(8)
MUSC 261-262	Harmony	(6)
MUSC 263-264	Ear-Training	(2)
MUSC 321-322	Music History	(6)

MUSC 361-362	Form and Analysis	(4)
MUSC 421-422	Music History Seminar	(6)
Ensemble		(0)

Option II. Performance Emphasis (42 or 43 Semester Hours)

MUSC 111-412	Applied Music	(16)
MUSC 161-162	Foundations of Music	(8)
MUSC 261-262	Harmony	(6)
MUSC 263-264	Ear-Training	(2)
MUSC 321-322	Music History	(6)
MUSC 361-362	Form and Analysis	(4)
Ensemble		(0)
MUSC 417	Senior Recital	(0 or 1)

B.A. Language Requirement: Students must complete the equivalent of four semesters of a single foreign language.

*The 212 level must be reached in the student's major applied area.

Minor in Music

Twenty-one semester hours, including Music 161-162; three semester hours selected from either Music 321 or 322; two semester hours of music electives; two years of ensemble; and completion of the 202-level of course numbering in one field of applied music, or eight hours of applied music arranged differently with the consent of the department.

Departmental Requirements

Specific requirements for music majors and minors are listed in the Music Department Handbook. Students will be held responsible for requirements in the Handbook. More detailed information is given for the following:

1. Entrance Test: All music majors and minors entering the Department for the first time shall take a placement test in theory and functional piano. The test is for placement only, and in no way affects the entrance to music study.
2. Keyboard Proficiency: All candidates for the Bachelor of Music in Music Education must pass the Keyboard Proficiency Test. For details, see the Music Department Student Handbook.
3. Ensemble Requirements: All music majors are required to participate in a minimum of seven semesters of an ensemble within their major performance area. All Music Education majors are required to participate in a minimum of two semesters of an ensemble outside their major performance area as well as a minimum of seven semesters of an ensemble within their major performance area. All music minors are required to participate in a minimum of four semesters in an ensemble within their major performance area.
4. Recital and Concert Attendance: Attendance at departmental recitals and concerts is required of all music majors and minors during each semester of applied music study.
5. Recital Requirements: Candidates for the Bachelor of Arts degree in Music (Performance Emphasis) must present a full recital on their major instrument or in voice. Candidates for the Bachelor of Music in Music Education must present a half-recital on their major instrument or in voice. Candidates for the Bachelor of Arts degree in Music (Music History Emphasis) may be invited by the music faculty to present a recital.

Applied Music — Secondary Level

These courses are designed for any music major taking lessons on a secondary instrument, and elective credit for general college students.

Music 101-102. Applied Music (F,S)(1-2)
Freshman level secondary applied music study.

Music 201-202. Applied Music. (F,S)(1-2)
Sophomore level secondary applied music study.

Music 301-302. Applied Music. (F,S)(1-2)
Junior level secondary applied music study.

Music 401-402. Applied Music. (F,S)(1-2)
Senior level secondary applied music study.

Applied Music — Major Level

These courses are designed for students seeking a Bachelor of Arts degree with a music major, performance or music history emphasis, and for the Bachelor of Music in Music Education.

Music 111-112. Applied Music. (F,S)(1-2)
Freshman major or minor level applied music study.

Music 211-212. Applied Music. (F,S)(1-2)
Sophomore major or minor level applied music study.

Music 311-312. Applied Music. (F,S)(1-2)
Junior major level applied music study.

Music 317. Junior Recital. (F,S)(0-1)

Music 411-412. Applied Music. (F,S)(1-2)
Senior major level applied music study.

Music 415-416. Applied Field Literature. (on demand)(2)
A study of the literature for the student's major instrument, and related instruments where appropriate, with attention to stylistic characteristics and ornamentation.

Music 417. Senior Recital. (F,S)(0-1)

Music 418-419. Sight-Reading and Accompanying. (on demand)(1)
Proficiency in reading the various clefs, vocal scores, and accompaniments, with emphasis on the techniques of sensitive accompanying. Keyboard majors and selected minors only.

History and Appreciation

Music 121. Introduction to Music. (F, S)(3)
An historical approach to music appreciation focusing on period and style. Extensive listening to music literature. Not open to music majors or minors.

Music 321, 322. Music History. (F,S)(3)
A study of representative music both written and recorded and readings coordinating and integrating music skills. (321) Antiquity through 1750. (322) Classic period to the present. *Prerequisite*: Music 162 or permission of instructor.

Music 421-422. Music History Seminar. (on demand)(3)
Intensive study of a selected composer, period or genre. Major paper required. *Prerequisites*: Music 321, 322.

Church Music

Music 231. Handbell Methods. (on demand)(1)
A study of the techniques, methods, materials, and repertory of English handbell ringing. *Prerequisite*: Music 162 or permission of instructor.

Music 333. Church Music Administration. (on demand)(2)
The role of the minister of music as related to the graded adult, youth, and children's choir programs, budget and calendar planning, the congregation, the multiple staff church, and the denomination.

Music 335. Hymnology. (on demand)(2)
The study and analysis of the hymns of the church, their sources, development, and usage in contemporary service.

Music 337. Church Organs. (on demand)(2)
The study of the history of the instrument, types of organs, basic upkeep, techniques, and service repertoire.

Music 436. History and Philosophy of Church Music. (on demand)(2)
A detailed, historical study of music within the church relating to its origin and development, with emphasis upon liturgies and historic philosophical positions of the church on music.

Music 437. Church Music Practicum. (on demand)(4)
One semester or one summer of supervised field work in an approved church. *Prerequisite*: Consent of the Music faculty.

Ensembles

Music 151. Athletic Band. (F,S)(0-1)
Open by audition. A performance group which provides support and entertainment at home football games and selected home men's and women's basketball games. One rehearsal per week. May be repeated for credit.

Music 152. Union College Singers. (F,S)(0-1)
Open by audition only; performs in chapel, Christmas concert, Spring concert, graduation, tours, and festivals. Limited to forty-nine students; four rehearsals per week. May be repeated for credit.

Music 153. Stage Band. (F,S)(0-1)
Open by audition only. A jazz-oriented ensemble of appropriate instrumentation limited to twenty students. One rehearsal per week. May be repeated for credit.

Music 154. Symphonic Band. (F,S)(0-1)
Open by audition. A select performance ensemble whose repertoire includes a variety of wind-band literature for the concert hall. Two rehearsals per week. May be repeated for credit.

Music 155. Brass Chamber Ensemble. (F,S)(0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 156. Collegium Musicum. (on demand)(0-1)
Open to interested students. A performance group intended to give the student acquaintance with less frequently performed literature. One rehearsal per week. May be repeated for credit.

Music 157. Woodwind Chamber Ensembles. (on demand)(0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 158. String Chamber Ensemble. (on demand)(0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 159. Union College Chamber Singers. (F,S)(0-1)
A select vocal ensemble composed of a small number of singers whose repertory consists of vocal chamber music. Open by audition. May be repeated for credit.

Theory

Music 161-162. Foundations of Music. (F,S)(4)
A combined course in the areas of music theory, history, and literature.

Music 261-262. Harmony. (F,S)(3)
Continuation of Music 161-162 in the area of part-writing and analysis. Advanced chromatic harmony of the middle Romantic period. *Prerequisite*: Music 162.

Music 263-264. Ear-Training. (F,S)(1)
Sight-singing, ear-training, and dictation to be taken concurrently with Music 261-262. Two periods per week. *Prerequisite*: Music 162.

Music 361-362. Form and Analysis. (F,S)(2)
The development of musical forms from small units to large. Study of large scale analytic techniques including those necessary for late 19th and 20th Century music. *Prerequisite*: Music 262.

Music 365. Arranging. (S)(2)
Basic techniques of orchestration and arranging. *Prerequisite*: Music 162.

Music 461-462. Counterpoint. (on demand)(2)
The vocal counterpoint of Palestrina and the instrumental counterpoint of Bach. *Prerequisite*: Music 162.

Music 465. Theory Seminar. (on demand)(3)
An advanced course in music theory, including a study of contemporary practices. *Prerequisite*: Music 362 and permission of the instructor.

Music Education

Music 171. String Instruments Class. (on demand)(1)
Class instruction in strings.

Music 172. Woodwind Instruments Class. (S)(1)
Class instruction in woodwinds. (Odd years only.)

Music 173-174. Piano Class. (F,S)(1)
Class instruction in piano.

Music 175. Brass Instruments Class. (F)(1)
Class instruction in brass.

Music 176. Percussion Instruments Class. (S)(1)
Class instruction in percussion. (Even years only.)

Music 177-178. Voice Class. (F,S)(1)
Class study for students who are not prepared to study at the level of private applied voice.

Music 373. Elementary School Music. (F)(3)
Teaching vocal music in the elementary school: procedures, techniques, evaluation, materials, and equipment. Includes directed observation of and participation in public school classroom activities.

Music 374. Vocal Methods for the Secondary School. (S)(3)
Materials, rehearsal techniques, and vocal health for the secondary school student. Includes directed observation of and participation in public school classroom activities. *Prerequisite*: Junior standing.

Music 375. Instrumental Methods and Materials. (S)(2)
Teaching Instrumental Music in the Public Schools: Procedures, techniques, curriculum, scheduling, administration, evaluation, materials, equipment, and community relations. Includes directed observation of and participation in public school classroom activities. *Prerequisites*: Music 172, 175, 176, and junior standing.

Music 471. Marching Band Techniques. (F)(2)
Functions, organization, and direction of a school marching band program. Includes directed observation and participation in public school classroom activities. *Prerequisite*: Junior standing.

Music 473. Choral Conducting. (F)(2)
Techniques and literature. (Odd years only.)

Music 474. Instrumental Conducting. (S)(2)
Techniques and literature. (Even years only.)

Music 475. Pedagogy. (on demand)(2)
Techniques and principles of private and class instruction, emphasis on recommended materials.

Independent Study

Music 495. Independent Study. (F,S)(2-3)
Independent study and/or research on approved topics. *Prerequisite*: Permission of the student's major professor. May be repeated for credit.

Department of Natural Sciences

Daniel Covington, Department Chair

Majors: Biology, Chemistry, Mathematics, Physics
Minors: Biology, Chemistry, Environmental Studies, Mathematics, Physics
Other Programs: Pre-Dentistry, Pre-Engineering, Pre-Medical Technology, Pre-Medicine, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Veterinary Medicine

Biology

Requirements for a Major: Thirty semester hours in biology including:

BIOL 111	General Biology	(4)
BIOL 232	General Zoology	(4)
BIOL 233	General Botany	(4)
BIOL 361	Genetics	(4)
BIOL 441	Ecology	(4)
BIOL 431	Cell Biology or	(3)
CHEM 421	Biochemistry	(3)
2 Biology Electives (300 or 400 level)		(7 or 8)
CHEM 111-112	General Chemistry	(3)(3)
CHEM 131-132	General Chemistry Laboratory	(1)(1)
GNSC 471	Science Seminar	(1)
One of the following groups:		
PHYS 111-112	College Physics	(3)(3)
PHYS 113-114	College Physics Laboratory	(1)(1)
or		
PHYS 211-212	General Physics	(4)(4)
PHYS 213	General Physics Laboratory	(1)(1)

Biology 331 and 334 are highly recommended as electives for those seeking secondary certification.

Requirements for a Minor: Twenty-four semester hours in Biology are required. Biology 111, 232 and 233 must be included.

Biology 109. Elements of Biology. (F,S,Sum)(3)
An introduction to biology for students not majoring in science. The impact of biology on society and the relevance of biology to our individual lives are stressed. The nature of science as well as its limitations are an important part of the course. Topics surveyed include ecology, classical and modern genetics, evolution, biological energetics, and the organization of living systems.

Biology 110. Elements of Biology Laboratory. (F,S, Sum)(1)
Laboratory course to accompany Biology 109. No credit will be given for Biology 110 without simultaneous or prior successful completion of Biology 109.

Biology 111. General Biology. (F,S)(4)
A course emphasizing general concepts of modern biology for majors and non-majors. Topics surveyed include cell biology, bioenergetics, molecular and Medelian genetics, reproduction, development, evolution and ecology. Laboratory work is included. This course is a prerequisite to all other courses in biology. *Prerequisites*: High school biology and chemistry; ACT Natural Science score of 25 or higher recommended for freshmen.

Biology 151. Medical Terminology. (on demand)(2)
The study of the specialized terminology of medical science. Recommended for pre-professional students, allied health students, and students in other health-related fields. Those seeking secondary certification cannot count this course toward certification requirements. This course does not meet the biological science requirement for teacher education.

Biology 232. General Zoology. (S)(4)
A survey of the animal kingdom with emphasis on physiological systems and diversity. *Prerequisite*: Biology 111.

Biology 233. General Botany. (F)(4)
A survey of the organisms which possess cell walls including: Protoctista, Fungi, and especially the Plants. Emphasis is given to ecological and economic importances, morphology, and evolutionary relationships. The course also involves a brief review of cell structure and cell energetics. *Prerequisite*: Biology 111.

Biology 330. Vertebrate Anatomy and Histology. (F,S)(4)
An anatomical study of the tissues, organs, and organ systems of vertebrates with emphasis on human anatomy. Laboratory work primarily involves detailed dissection of a vertebrate such as the cat, study of the human skeleton, and microscopic examination of vertebrate tissues. (Even years only.)

Biology 331. Human Physiology. (F)(4)
A study of the functioning of the human organ systems with normal and clinical considerations. *Prerequisites*: Chemistry 112 and 132. (Odd years only.)

Biology 334. Microbiology. (S)(4)
An introduction to the classification, morphology, physiology, and genetics of the bacteria, fungi, viruses, and micrometazoans, as well as their roles in nature, health, and industry. Laboratory work stresses techniques for the culture and identification of micro-organisms. A portion of the course is devoted to immunology. *Prerequisites*: Biology 111, Chemistry 112 and 132. Biology 361 is highly recommended. (Even years only.)

Biology 361. Genetics. (S)(4)
This course stresses the principles of inheritance from both the classical and the modern molecular perspectives, and includes an introduction to population genetics. Laboratory work emphasizes classical and molecular methods of genetic analysis. *Prerequisites*: Biology 111 and Mathematics 131.

Biology 421. Biochemistry. (S)(3)
A survey of major topics of biochemistry including thermodynamics, enzyme kinetics, and photosynthesis; and the structure, synthesis and metabolism of lipids, carbohydrates, proteins and nucleic acids. *Prerequisites*: Biology 111 and Chemistry 312. (Odd years only.)

Biology 431. Cell Biology. (F)(3)
An in-depth survey of the structure and function of a wide range of living cells with consideration of biochemical and biophysical bases of this structure and function. Certain characteristics of viruses are also considered. *Prerequisite*: Biology 232 and 233, Chemistry 112 and 132. Biology 361 is highly recommended. (Even years only.)

Biology 436. Evolution. (S)(3)
An introduction to the theory and processes of evolutionary biology. Topics include the historical development of the discipline, the principle mechanisms by which it occurs, tempo and mode of speciation, both biological and geological sources of evidence, and the impact of evolutionary thought on biology and society. *Prerequisites*: Biology 232 and 233. Biology 361 is highly recommended.. (Odd years only.)

Biology 441. Ecology. (F)(4)
A study of the relationships between organisms and their abiotic and biotic environment including biogeochemical cycles, population dynamics, diversity, and community organization and structure. *Prerequisites*: Biology 232 and 233.

Chemistry

Requirements for a Major: Thirty semester hours of Chemistry including:

CHEM 111 & 112	General Chemistry	(3) (3)
CHEM 131 & 132	General Chemistry Laboratory	(1) (1)
CHEM 212	Analytical Chemistry	(4)
CHEM 311 & 312	Organic Chemistry	(4) (4)
CHEM 314	Physical Chemistry Laboratory	(1)
CHEM 332	Physical Chemistry	(3)
PHYS 211-212	General Physics	(4)(4)
PHYS 213-214	General Physics Laboratory	(1)(1)
PHYS 331	Heat and Thermodynamics	(3)
MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)
GNSC 471	Science Seminar	(1)

Requirements for a Minor: Twenty-one semester hours including Chemistry 111, 112, 131,132, 311 and either 212 or 411.

Chemistry 101. Introductory General Chemistry. (Sum)(4)

A study of the general principles including laws of definite and multiple proportion, stoichiometry, gases, electronic structure, chemical bonding, periodic relationships, chemical equilibrium and acids/bases. Laboratory activities included. Intended for students interested in a one-semester course in chemistry and recommended for students seeking careers in some allied health fields. *Prerequisite*: A working knowledge of algebra such as is acquired in two years of high school algebra.

Chemistry 111-112. General Chemistry. (F,S)(3)

A systematic study of the fundamentals and applications of the experimental and theoretical laws of chemistry. Major topics include nomenclature, stoichiometry, chemical thermodynamics, equilibrium, acid-base reactions, atomic and molecular theory and structure, chemical kinetics and nuclear chemistry. Examples and problems are drawn from all areas of chemistry. Concurrent registration in General Chemistry Laboratory, Chemistry 131-132, is highly recommended for all students. *Prerequisite*: A working knowledge of algebra such as is acquired in two years of high school algebra, or Mathematics 131 (which may be taken concurrently), or a composite ACT score of 21.

Chemistry 131-132. General Chemistry Laboratory. (F,S)(1)

Laboratory experiments in general chemistry that illustrate basic principles and develop laboratory skills. Experiments are coordinated with the General Chemistry topics. Inorganic qualitative analysis is included in Chemistry 132. Three hours of laboratory per week. Concurrent registration or previous completion of Chemistry 111-112 is required. No credit may be received for Chemistry Laboratory 131-132 without the simultaneous or prior completion of the corresponding lecture courses Chemistry 111-112.

Chemistry 212. Analytical Chemistry. (F)(4)

A study of important volumetric and gravimetric analyses presented from a modern theoretical standpoint. Also an introduction to the study of advanced methods of analysis including some newer instrumentation techniques. *Prerequisites*: Chemistry 112 and 132.

Chemistry 311-312. Organic Chemistry. (F,S)(4)

A course in the chemistry of organic compounds. Unitized laboratory work is designed to illustrate the basic principles of organic chemistry. *Prerequisites*: Chemistry 112 and 132.

Chemistry 314. Physical Chemistry Laboratory. (S)(1)

A laboratory course designed to accompany Chemistry 332 and Physics 331.

Chemistry 332. Physical Chemistry. (S)(3)

A study of atomic structures and chemical bonding in terms of modern quantum theory. Topics include molecular spectra, and chemical kinetics. *Prerequisites*: Mathematics 242 and Physics 212. (Odd years only.)

Chemistry 411. Inorganic Chemistry. (S)(4)

A systematic study of the structure, properties and reactions of non-carbon elements, with emphasis on the non-metals and the transition metals. Topics include atomic-molecular structure and bonding, physical methods of investigation, organometallic chemistry and bioinorganic chemistry. *Prerequisite*: Chemistry 312. (Odd years only.)

Chemistry 413. Organic Spectroscopy. (F) (3)

Organic spectroscopy is a one semester course that will provide the student with an in-depth understanding of the instrumentation and techniques of modern spectroscopic methods and their application to structural elucidation. Interpretation of spectral data obtained from techniques such as MS, UV-VIS, IR, H^1-NMR, C^{13}-NMR. COSY, and NOESY will be stressed during the semester. *Prerequisite: Chemistry 311 and 312.*

Environmental Studies

Requirements for a Minor: Twenty five hours to be chosen by the student, the student's major advisor and an advisor from the natural sciences. The required core: Environmental Studies 101 and 110, Biology 111 and 441, Economics 251, Chemistry 101 or 111/131. The remainder of the courses are to be chosen from: Geography 241; Sociology 311, 371, 421; or other pre-approved courses.

Environmental Studies 101. Man and the Environment. (F)(3)

A multi-disciplinary course in which basic ecological principles are developed and used to show human impact on natural eco-systems. Topics include endangered species, impact of population growth, land use and the management problems, food production and demands.

Environmental Studies 110. Physical Systems of the Environment. (S)(4)

A study of the physical environment as the home of man. Emphasis on distribution and interaction of environmental variables (weather, land forms, vegetation, soils, and climate). This course may be used to fulfill the physical science requirement for students seeking teacher certification. Laboratory activities included.

Environmental Studies 350. Our Geologic Environment. (S)(4)

Significance of regional and local geological features and processes in land use planning. Use of geological information to reduce conflicts in utilization of mineral and water resources and damage due to natural hazards. *Prerequisite*: Environmental Studies 110. (Odd years only.)

General Science

Neither a major nor a minor is offered.

General Science 101. Physical Science. (S)(4)

This course will present an overview of Physical Science to students with little or no scientific background. Topics include physics, chemistry, and astronomy.

General Science 110/111. General Science. (F/S)(4/4)

General Science is a two-semester introductory science sequence with lab for non-science majors that includes Astronomy, Biology, Chemistry, Environmental Science, Geology, and Physics. The prerequisite is any level college math (except MATH 101), or two years of high school algebra, or permission of the instructor.

General Science 124. Introduction to Physical Therapy. (S)(2)

A general orientation to the historical background, philosophy and professional ethics of physical therapy, interprofessional relationships between members of the health care team; concepts of health and disease; overview of the total medical spectrum, medical technology, modalities used in physical therapy, and orientation to clinical service departments and their administration.

General Science 471. Science Seminar. (S)(1)

A lecture/discussion of selected topics of interest, lead by faculty members of the Department of Natural Sciences, invited speakers, and student participants. May be repeated once; a student can earn a maximum of two credit hours through this course. All natural science majors must take this course at least once. *Prerequisite*: Natural science major with junior or senior standing, or permission of the instructor.

Mathematics

Requirements for a Major: Thirty semester hours numbered 241 and above including:

MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)

Two of the following courses:

MATH 333	Modern Algebra	(3)
MATH 402	Functions of a Complex Variable	(3)
MATH 403	Introduction to Analysis	(3)
COMP 121	BASIC Programming	(3)
PHYS 211 & 212	General Physics	(4)
PHYS 213 & 214	General Physics Laboratory	(1)

Those seeking secondary certification must include Mathematics 301 and 333. Mathematics 321, 331, 332, 372 are recommended.

Requirements for a Minor: Computer Information Systems 121 plus twenty-one semester hours numbered 241 and above to include Mathematics 241 and 242.

Mathematics 101. Introduction to College Algebra. (F,S) (3)

The purpose of this course is to enhance basic mathematical skills and to prepare students for subsequent mathematics courses. This course is a prerequisite for those who do not qualify for enrollment in Math 110, Math 131, or Math 133. Students entering Union College (any freshman or those transfer students without a transferable mathematics course) with a Math ACT score of 18 or less will be placed in this course. This course does not satisfy General Education Requirements in mathematics. The topics of the course will include, but are not limited to: fractions, decimals, and percents; operations with real numbers, including hierarchy of operations; exponents, roots, and radicals; polynomial arithmetic with emphasis on factoring; solving linear and quadratic equations; inequalities, particularly linear inequalities; complex numbers and their arithmetic; formula manipulation; and word problems involving any of these topics.

Mathematics 110. Topics in Contemporary Mathematics. (F,S)(3)

Selected topics from set theory, counting methods, probability, statistics, systems of linear equations, graphs and solutions of linear and quadratic equations using graphical methods. Modeling and problem solving techniques will be illustrated to give students an understanding of the nature and applications of mathematics. Designed as a terminal course for the non-major.

Mathematics 131. College Algebra. (F,S,Sum)(3)

Material from Math 101 is assumed. This course contains topics selected from: applications of linear and quadratic equations; solving inequalities, including quadratic inequalities; graphing equations; graphs of functions; combining functions and finding inverse functions; exponential and logarithmic functions; polynomial functions; and systems of equations.

Mathematics 133. Trigonometry and Analytic Geometry. (F)(3)

Right triangle ratios, trigonometric functions, graphing trigonometric functions, identities, inverse trigonometric functions, laws of Sines and Cosines, polar coordinates and complex numbers, analytic geometry.

Mathematics 203. Mathematics for Elementary Teachers I. (F)(3)

The purpose is to develop understanding by emphasizing mathematical concepts and connections. The course is based on NCTM standards. Students use manipulatives in the study of concepts and procedures for whole numbers, fractions, ratios, integers and real numbers. Problem solving, math journals, alternative assessment, structure, calculators. Fulfills Liberal Education Core for K-4 Education majors only.

Mathematics 204. Mathematics for Elementary Teachers II. (S)(3)

The purpose is to develop understanding by emphasizing mathematical concepts and connections. The course is based on NCTM standards. Students use manipulatives in the study of concepts and procedures for statistics, probability, measurement, and geometry and algebraic concepts. Classification, change, symmetry, transformations, tessellation, math portfolios, computers.

Mathematics 241. Introduction to Calculus and Analytic Geometry. (F,S)(4)
Review of algebra, limits, the derivative, differentiation of algebraic and trigonometric functions, applications of the derivative, extrema, and the antiderivative. *Prerequisite*: Mathematics 131, 133 and study of trigonometry in high school.

Mathematics 242. Intermediate Calculus and Analytic Geometry. (F, S)(4)
The integral, applications of the integral, logarithmic and exponential functions, trigonometric functions, hyperbolic functions, techniques of integration, L'Hospital's Rule and indeterminate forms, and improper integrals. *Prerequisite*: Mathematics 241.

Mathematics 243. Advanced Calculus and Analytic Geometry. (S)(4)
Topics selected from polar coordinates, vectors, solid analytic geometry, partial differentiation, multiple integration, infinite series, and differential equations. *Prerequisite*: Mathematics 242.

Mathematics 301. Principles of Geometry. (F)(3)
Mathematical Proof: conjunctions, disjunction, implications, truth tables. Proofs using triangles, polygons, and circles. Transformations, area, space geometry, and non-Euclidean geometries. *Prerequisite*: Mathematics 131, 133 or 204. (Even years only.)

Mathematics 321. Discrete Mathematics. (F)(3)
Logic, methods of proof, sets, relations, functions, equivalences, combinatorics, induction, recursion, elementary number theory, linear programming, and an introduction to mathematical modeling. *Prerequisite*: Mathematics 131 or permission of the instructor. (Even years only.)

Mathematics 331. Introduction to Linear Algebra. (F)(3)
Vector algebra in Euclidean spaces, lines and planes in space, matrices and linear equations, abstract vector spaces. *Prerequisites*: Math 131 and permission of the instructor. (Odd years only.)

Mathematics 332. Linear Algebra. (S)(3)
Vector spaces, subspaces, linear independence, linear transformations, determinants, inner product spaces, orthogonality, and unitary transformations. *Prerequisite*: Mathematics 331. (Odd years only.)

Mathematics 333. Modern Algebra. (S)(3)
An introduction to abstract algebra including groups, subgroups, quotient groups, isomorphism theorems, rings, and ideals. *Prerequisite*: Mathematics 241 or permission of the instructor.

Mathematics 372. Probability and Mathematics Statistics. (F)(3)
Theoretical probability using point set approach, probability as a frequency ratio; probability for finite sample spaces; conditional probability; joint and continuous distributions, binomial distribution; Baye's theorem; statistical applications of probability; theory of sampling and variance. *Prerequisites*: Mathematics 242, which may be taken concurrently, and permission of the instructor. (Even years only.)

Mathematics 402. Functions of a Complex Variable. (F)(3)
Complex numbers, analytic functions, elementary functions of a complex variable. Cauchy's formula, Liouville's theorem, Laurent's series, residues, contour integration, conformal mapping, physical applications. (Even years only.)

Mathematics 403. Introduction to Analysis. (F)(3)
Sets and functions, topological ideas, LUB property, real sequences, continuity, mean value theorems, integration, definite integrals, Taylor's theorems, improper integrals, convergence of infinite series, power series, improper integrals with parameter. (Odd years only.)

Mathematics 471. Differential Equations. (S)(3)
Differential equations of first order and first degree, differential equations of first order and higher degree, differential operators and linear differential equations, reduction of order. *Prerequisite*: Mathematics 242. (Even years only.)

Physics

Requirements for a Major:

PHYS 211-212	General Physics	(4) (4)
PHYS 213-214	General Physics Laboratory	(1) (1)
PHYS 312	Electricity and Magneticism	(4)
PHYS 331	Heat and Thermodynamics	(3)
PHYS 401*	Principles of Modern Physics	(3)
PHYS 411	Classical Mechanics	(3)
CHEM 111-112	General Chemistry	(3) (3)
CHEM 131-132	General Chemistry Laboratory	(1) (1)

MATH 241	Introduction to Calculus and Analytical Geometry	(4)
MATH 242	Intermediate Calculus and Analytical Geometry	(4)
MATH 243	Advanced Calculus and Analytical Geometry	(4)
GNSC 471	Science Seminar	(1)

An additional eight hours of upper level physics courses. (8)

*CHEM 332 may substitute for PHYS 401.

Requirements for a Minor: A minimum of twenty-one semester hours of Physics numbered 211 and above, including Physics 211, 212, 213, 214, 401, and either 312 or 331.

Physics 111-112. College Physics. (F,S)(3)
These courses are intended for life science and non-science students. They must be taken sequentially. Physics 111 topics include mechanics of motion; the properties of solids, liquids, and gases; and thermal phenomena. Physics 112 topics include wave motion and vibrations; electricity and magnetism; optics; and selected topics in modern physics. Does not count toward a minor. *Corequisite*: Mathematics 131 or permission of the instructor.

Physics 113-114. College Physics Laboratory. (F,S)(1)
Laboratory experiments accompanying Physics 111 and 112 respectively to illustrate basic principles and develop laboratory skills. No credit may be received for these laboratory courses without concurrent or prior completion of the corresponding lecture course.

Physics 211-212. General Physics. (F,S)(4)
Mechanics of solids, liquids and gases; laws of thermodynamics; kinetic-molecular theory, vibrating bodies; wave physics; laws of Coulomb, Faraday, Ampere, Ohm, Joule, and Lenz; electromagnetism; optics. *Pre- or Corequisite:* Mathematics 242.

Physics 213-214. General Physics Laboratory. (F,S)(1)
A general physics laboratory course involving experiments in mechanics, heat, sound, electricity, magnetism, and optics. Experiments are coordinated with Physics 211-212.

Physics 303. Relativity. (on demand)(3)
Einstein's Special Theory of Relativity, including relativistic kinematics and relativistic momentum and energy. *Prerequisites*: Mathematics 131.

Physics 310. Statics. (S)(3)
Study of force systems on bodies at rest. Applications of conditions of equilibrium to coplanar and space systems. Virtual work, centroids, moments of inertia, and products of inertia. *Prerequisite*: Physics 211. (Even years only.)

Physics 312. Electricity and Magnetism. (F)(4)
Electric charges, forces, field and potential with associated magnetic forces and fields; dielectric theory; capacitance, inductance, resonance, and oscillations; series and parallel DC and AC circuits; measuring instruments; Maxwell's equations and electromagnetic waves. Four lecture hours per week. Strongly recommend prior enrollment in Physics 232. *Prerequisites*: Physics 212 and Mathematics 243 and 471. (Odd years only.)

Physics 331. Heat and Thermodynamics. (F)(3)
Thermodynamic systems and processes, equations of state, PVT surfaces and real substances, laws of thermodynamics, energy equations, enthalpy, entropy, thermodynamic potentials, application of thermodynamics to simple systems. *Prerequisites*: Physics 212 and Mathematics 243. (Odd years only.)

Physics 332. Basic Electronics Laboratory. (on demand)(3)
Theory and applications of solid state devices, power supplies, A.C. and D.C. circuits, schematic diagrams, computer interfacing, control circuits. *Prerequisite:* Physics 112 or Physics 212. Mathematics 242.

Physics 401. Principles of Modern Physics. (F)(3)
Elementary concepts of quantum mechanics, selected topics in atomic and nuclear physics. *Prerequisite*: Physics 212 and Mathematics 242. (Even years only.)

Physics 411. Classical Mechanics. (S)(3)
Motion of a particle, systems of particles, rigid bodies; moving coordinate systems; Lagrange's equations; small oscillations. *Prerequisite*: Mathematics 243. (Odd years only.)

Physics 420. Experimental Physics. (S)(2)
An upper-level physics laboratory course focusing on fundamental physical constants. Includes computer simulations. The class consists of one lecture hour and one laboratory hour. *Prerequisites*: Physics 211, 212, 213 and 214. (Even years only.)

Science Education Majors

(Specialization Component for Certification)
Students who wish to teach secondary science may choose one of the following three certification areas in the natural sciences: Biology, Physical Science, or Mathematics. Certification to teach in Biology and Mathematics requires satisfying the requirements for a major in that area. Certification in Physical Science combines Chemistry, Earth Science and Physics.

Area of Concentration in Physical Science

A total of 49 semester hours including:

CHEM 111-112	General Chemistry	(6)
CHEM 131-132	General Chemistry Laboratory	(2)
CHEM 212	Analytical Chemistry	(4)
CHEM 311	Organic Chemistry	(4)
PHYS 211-232	General Physics	(8)
PHYS 213-214	General Physics Laboratory	(2)
PHYS 331	Thermodynamics	(3)
ENVS 101	Man and The Environment	(3)
ENVS 110	Physical Systems	(4)
ENVS 350	Man's Geologic Environment	(3)
ECON 251	Environmental Economics	(3)
GNSC 471	Science Seminar	(1)
	Physical Science Electives	(6)

Pre-Professional Programs

Dentistry
Engineering
Medical Technology
Medicine
Optometry
Pharmacy
Physical Therapy
Veterinary Medicine

Students who have interest in professional programs or allied health fields may fulfill entrance requirements for these schools while pursuing a bachelor's degree at Union. Since admission requirements to professional schools vary considerably, students having interest in these fields work with their advisor, who assists with the admission process into professional school and helps select an appropriate program of study. Students are advised to inform their advisors of interest in professional schools as early as possible.

In engineering, cooperative 3-2 plans have been worked out with the University of Kentucky and with Auburn University. Students spend their first three years at Union taking certain pre-engineering courses and a solid program in the liberal arts. The next two years are spent in-residence at the cooperating university, which the student enters as a junior. Both the Bachelor of Science from Union and the Bachelor of Science in engineering from the cooperating university will be awarded to the student after successful completion of all requirements.

Department of Social and Behavioral Sciences

L. James Cox, Department Chair
Karen Broughton, Secretary

Majors: Criminal Justice, Psychology, Sociology
Minors: Appalachian Studies, Criminal Justice, Economics, Political Science, Psychology, Sociology
Other Programs: Appalachian Semester, Area in Social Studies (please refer to page 49)

Anthropology

Anthropology 221. Introduction to Cultural Anthropology. (on demand)(3)
A survey of the archaeological and biological history of mankind as it relates to the development of man and his culture, with comparisons drawn between the cultures of primitive people and Western Civilizations.

Anthropology 251. North American Indian Cultures. (S)(3)
The historical development of North American Indian technology, and the cross-cultural study of four diverse Indian cultures at the time of White contact, will be the main focus of this course. Economics, ecology, technology, role relations, medicine, politics and conflict will be the focus of study in each culture. (Even years only.)

Behavioral Sciences

Behavioral Sciences 245 and 246 are "core" courses in the Behavioral Sciences curriculum. Both courses are required as a part of the Psychology and Sociology majors or minors. Neither course is offered on an independent study basis.

Behavioral Science 245. Basic Statistics: Theory and Application. (F,S)(3)
Basic concepts of descriptive and inferential statistics, illustrations of applications in the fields of sociology, psychology, business, education, and natural science.

Behavioral Science 246. Methods of Behavioral Science Research. (S)(3)
Techniques and philosophies of behavioral science research including experimental, quasi experimental, survey, evaluation, field, and unobtrusive designs for the collection and interpretation of information.

Behavioral Science 495. Independent Study. (on demand)(1-3)

Criminal Justice

Requirements for a Major: Thirty semester hours of course work including the following: Criminal Justice 101, 201, and 302; Political Science 307 and 401; Sociology 363 and 464; and an additional nine semester hours chosen from the following: Criminal Justice 205 and 387, Psychology 202, 352, Sociology 231, or certain experimental courses.

Requirements for a Minor: Twenty-one semester hours of course work including the following: Criminal Justice 101, 201, and 302; Political Science 307; Sociology 363; and an additional six semester hours chosen from the following: Criminal Justice 205 and 387, Political Science 401, Psychology 202, 352, Sociology 231, 464, or certain experimental courses.

Associate of Applied Science Degree in Criminal Justice

General Education Requirements (34 Semester Hours)

BHSC 245	Basic Statistics: Theory and Application	(3)
ENGL 111	Freshman Composition I	(3)
ENGL 112	Freshman Composition II	(3)
ENGL 211	World Literature in Translation	(3)
HIST 131 or	Western Civilization to 1715	(3)
HIST 132 or	Western Civilization since 1715	(3)
HIST 201 or	United States History to 1865	(3)
HIST 202	United State History since 1865	(3)
PSYH 111	Introduction to Psychology	(3)
SOCI 131	Introduction to Sociology	(3)
Union College Liberal Core Science Requirement Section III		(4)
Union College Liberal Core Humanities Requirement (II B or C)		(3)
Elective Hours		(6)

Criminal Justice Requirements (30 Semester Hours)

CRJU 101	Introduction to Criminal Justice	(3)
CRJU 201	Criminal Procedure	(3)
CRJU 205	Introduction to Criminal Law	(3)
CRJU 302	Methods and Problems of Investigation	(3)
Select at least six of the following courses:		
CRJU 387	Criminal Justice Practicum	(3)
PLSC 307	Criminal Justice Administration	(3)
PLSC 401	Public Policy and Criminal Justice	(3)
PSYH 202	Forensic Psychology	(3)
PSYH 352	Abnormal Psychology	(3)
SOCI 231	Juvenile Delinquency	(3)
SOCI 363	Sociology of Corrections	(3)
SOCI 464	Sociology of Deviance and Criminology	(3)

Criminal Justice 101. Introduction to Criminal Justice. (F, S)(3)
An introduction to the criminal justice process including the areas of criminal justice administration, the police, the courts, and corrections.

Criminal Justice 201. Criminal Procedure. (F)(3)
The law pertaining to the rights of defendants to criminal charges including: theories of responsibility, exclamatory matters, criminal trial procedures, classifications of evidence, presumptions, relevance, expert testimony, testimonial privileges, hearsay, confessions, and impeachment.

Criminal Justice 205. Introduction to Criminal Law. (S)(3)
An introduction to criminal law including the origins and principles of criminal law, criminal liability, and crimes against persons and property.

Criminal Justice 302. Methods and Problems of Investigation. (S)(3)
This course introduces the student to the fundamentals of police science investigation. An overview of the current problems that law enforcement investigators face will be addressed. Also, a comparative analysis of different agencies will be outlined. *Prerequisites*: Criminal Justice 101 or permission of the instructor.

Criminal Justice 387. Criminal Justice Practicum. (on demand)(3)
Criminal justice practicum consists of an eighty hour field placement in one of the areas of criminal justice: corrections, courts, or police. *Prerequisites*: Criminal Justice 101 or permission of the instructor.

Please see the relevant sections of the catalog under Political Science, Psychology, and Sociology for a description of the remaining courses in the Criminal Justice degree programs.

Economics

Requirements for a minor: Twenty-one semester hours. Business Administration majors wishing to minor in Economics must take Econ 251, 303, 304, 354, 363, 457 and one elective from 300 and above.

Economics 203. Principles of Macroeconomics. (F)(3)
This course will introduce the student to macroeconomic theory including a study of the economizing problem, pure and mixed capitalism, demand and supply, the economic functions of government, national income accounting, the business cycle, employment theory, money and banking, and fiscal policy.

Economics 204. Principles of Microeconomics. (S)(3)
This course will introduce the student to microeconomic theory, including demand and supply analysis, elasticity, the production function, price and output determination, costs of production, pricing and employment of resources, and market structures.

Economics 251. Environmental Economics. (F)(3)
This course studies the societal choice in the use of scarce resources and how it is related to ecosystem survival, environmental quality, and human welfare. (Even years only).

Economics 303. Intermediate Macroeconomics. (F)(3)
This course examines in greater detail the theoretical foundations of fiscal and monetary policy, and allows students to experience macrocomputer models and modeling of macroeconomic issues including indexing, forecasting and analyzing GDP and other macroeconomic data, and use of key economic indicators in determining Federal Reserve policy. *Prerequisite*: Economics 203 and Behavioral Sciences 245. (Even years only)

Economics 304. Intermediate Microeconomics. (S)(3)
This course examines in greater detail the theoretical foundations of consumer demand and production theory. It further enhances understanding of microeconomic concepts by using computer models and empirical analysis of relevant data. *Prerequisites*: Economics 204, Behavioral Science 245, and Computer Information Systems 112, or permission of the instructor. (Even years only)

Economics 354. Managerial Economics. (S)(3)
This course is designed to illustrate how business managers can utilize knowledge of economic principles to help make managerial decisions. Topics covered will include: market demand, empirical estimation of demand and/or supply, production and costs, decision under uncertainty, organizational decisions and production decisions. *Prerequisites*: Economics 204 and Behavioral Science 245. (Odd years only)

Economics 363. Money & Banking. (S)(3)
Objectives of this course include introducing the student to the development of the commercial banking system, the Federal Reserve System and further exploration of fiscal and monetary policy. *Prerequisite*: Economics 203. (Odd years only)

Economics 410. Current Topics in Economics. (S)(3)
This course examines topics in economics which are controversial and noteworthy in analysis and conclusions for policy makers. It requires application of economic theory in both micro- and macroeconomics to selected topics. *Prerequisites*: Economics 203, 204, Behavioral Science 245 and junior standing. (Even years only)

Economics 457. International Economics. (F)(3)
This course is designed to familiarize the student with the principles and techniques necessary to understand economics in an international setting. Topics covered will include: absolute and comparative advantage, protectionism in various forms, economic decision-making in a global setting, applications of economic theory to multi-national firms, and numerous other international economics topics. *Prerequisites*: Economics 203, 204, Behavioral Science 245, and junior standing. (Odd years only)

Economics 488: Economics Seminar. (F, on demand)(3)
An advanced course of selected topics of interest in the field of Economics. *Prerequisite*: Business major/minor with junior or senior standing and 21 credit hours in business courses or permission of the department head. (Odd years only)

Geography

Geography 101. Introduction to Geography. (S)(3)
Emphasis on the concepts of place, region, spatial interaction, landscape interpretation and landscape evolution. Deals with the graphic media of geography — maps, graphs, scale models. Case studies illustrate geographic principles to familiarize students with various parts of the world. For future teachers as well as students of the natural and social sciences.

Geography 241. Geography of Appalachia. (on demand)(3)
A systematic analysis of the physical, demographic, economic, and cultural characteristics of the Appalachian landscape, with emphasis on the great diversity within the region.

Political Science

Requirements for a Minor: Twenty-one semester hours, including Behavioral Science 246 and Political Science 101. Environmental Studies 313 may count toward the minor. For more information on the History/Political Science major, please refer to the Department of History section on page 61)

Political Science 101. American National Government. (F)(3)
A survey of the principal characteristics of the American National Government; examination of constitutional principles, federalism, political participation, institutions of government, and the politics of public policy. See the History section of the catalog for information on the History and Political Science area major.

Political Science 231. International Politics. (F)(3)
Basic historical, economic, and cultural factors in the international political system. The rise and development of Western nation-state systems; the foundations of national power; sovereignty, nationalism and imperialism; the development of international organizations and cooperation.

Political Science 305. American Political Parties and Politics. (F)(3)
The organization, functions, and practices of political parties in the United States, their methods of influencing public opinion, their role in nominations and elections, and their impact on popular government. (Odd years only.)

Political Science 307. Criminal Justice Administration. (S)(3)
A study of the administrative principles and management practices of criminal justice organizations including: the police, courts, and correctional facilities.

Political Science 308. The American Presidency. (F)(3)
Analysis of the institution of the presidency, its functions, formal and informal relationships, and its limitations within the American political system. (Even years only.)

Political Science 401. Public Policy and Criminal Justice. (F)(3)
The study of policy questions in the criminal justice system. Particular emphasis is placed on a detailed examination of the major policy issues that link crime, politics, administration, and the law.

Political Science 460. Political Philosophy. (S)(3)
The chronological and thematic examination of perennial issues in political science including liberty, justice, equality, political obligation, and political authority as developed over time by the political philosophy of Greek and Latin philosophers, Medieval thinkers, and modern theorists representing various world-wide perspectives. (Odd years only.)

Political Science 461. Administrative Management. (on demand)(3)
Methods of applying administrative principles to the operation of government agencies. Relevance of administrative theory to management procedures in government; the relation of policy formation and implementation to the administrative policy system environment.

Political Science 470. Political Violence. (S)(3)
The purpose of this course is to introduce the student to the issues relating to violence as a component of politics. Topics such as terrorism, warfare, and arms proliferation will be analyzed. In addition the course will familiarize the student with several regional conflicts, i.e., Northern Ireland. (Odd years only.) *Prerequisite*: Political Science 231 or permission of the instructor.

Psychology

Requirements for a Major: Thirty semester hours, including Behavioral Sciences 245, 246, Psychology 111, 352, and 460.

Requirements for a Minor: Twenty-one semester hours including Behavioral Sciences 245, 246, and Psychology 111.

Psychology 111. Introduction to Psychology. (F,S)(3)
Emphasis on the study of human behavior and the ability of the individual to make adjustments to his environment.

Psychology 201. Psychology of Personal Adjustment. (on demand)(3)
Factors determining the development of personality, principles of mental health, and problems involved in the dynamics of human adjustment.

Psychology 202. Forensic Psychology. (F)(3)
An application of psychological principles to the criminal justice system. Topics include: the relationship between the legal and mental health systems, the assessment of criminal responsibility, the psychodynamics of criminal behavior, and intervention strategies.

Psychology 210. Child Development. (on demand)(3)
Emphasis on recent child development theories with laboratory experiences with children on a one-to-one basis.

Psychology 250. Practicum in Counseling Psychology. (F,S)(1-3)
Supervised practical field experience at approved practicum sites. Sites will involve working in the area of counseling and psychotherapy, or related psychological service opportunities. The practicum is intended to integrate classroom theory and learning with formal work experience. Practicum sites are selected the student on an individualized basis and in consultation with the instructor. Only those sites which adequate supervision and educational experience for the student will be approved for the practicum experience. The course is repeatable, and may be taken for up to 3 credits. *Prerequisite:* PSYH 111 and permission of the instructor.

Psychology 251. Research Practicum in Psychology. (F,S)(3)
The Research Practicum is designed to provide students with hands on experience conducting experimental research using human participants. Such experience will enhance the student's ability to obtain graduate training for a career in any area of psychology, whether in counseling and therapy, business and industry, or science and academia. Activities could include scoring and coding date, developing new stimulus materials or procedures, recruiting subjects, and analyzing data. In PSYH 251 the student will function as a novice research assistant. The student will gain initial experience in the basic mechanics of research that will serve as a prerequisite for PSYH 452. The two taken in sequence provide the student with important credentials for graduate programs. *Prerequisite:* PSYH 111 and permission of the instructor.

Psychology 330. Social Psychology. (F)(3)
Major emphasis is on problems involved in human relations. Designed to help the individual to understand and adjust to group thought and action. Attention is given to recent psychological and sociological research in human relations. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 350. Cognition. (F)(3)
An introduction to the study of human information processing. Topics include attention, thinking, pattern recognition, short and long- term memory, semantic memory, mental imagery, problem solving, creativity, and language acquisition. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 352. Abnormal Psychology. (S)(3)
Mental disorder, changing conceptions of normality, the more common forms of mental disorders, their psychological interpretation, principles of effective mental hygiene, and contemporary approaches to psychotherapy. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 360. Sensation and Perception. (S)(3)
An introduction to the principles and theories of human perception. The anatomy and physiology of different sensory modalities are examined. Topics include vision, hearing, touch, taste, and smell. Psychophysics is covered. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 361. Psychology of Learning. (on demand)(3)
Basic concepts and principles of learning with emphasis upon human and animal laboratory studies. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 402. Counseling Theories and Techniques. (S)(3)
Basic theories, types, and techniques of counseling. Practice in individual and group techniques of interviewing. *Prerequisites*: Permission of the instructor required.

Psychology 410. Psychology of Addictions. (S,Sum)(3)
Major emphasis is on factors determining the development of addictions, including physiological, emotional, cognitive, and behavioral dimensions of the addictive process. Also emphasizes intervention and treatment strategies for the various types of chemical dependency and substance abuse. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 450. Practicum in Counseling Psychology. (F,S)(1-3)
Supervised practical field experience in approve practicum sites, with an academic component designed to strengthened the student's theoretical background with regard to the work of the practicum. Sites will involve working in the area of counseling and psychotherapy, or related psychological service opportunities. The practicum is intended to integrate classroom theory and learning with formal work experience. Practicum sites are selected by the student on an individualized basis and in consultation with the instructor. Only those sites which provide adequate supervision and educational value for the student will be approved for the practicum experience. The course is repeatable, and may be taken for up to 3 credits. *Prerequisite:* PSYH 111, upper division status, and permission of the instructor.

Psychology 451. Research Practicum in Psychology. (F,S)(3)
Students will build on the experience gained in PSYH 251 by applying their knowledge of the basic mechanics of research to more challenging aspects of the research process. Activities could range from refining existing experimental procedures to identifying interesting new research questions and developing new experimental manipulations to examine them. The student will orally present a research paper on the project to which they contributed. Such experiences, particularly if they are extended over several semesters, will further enhance the student's ability to obtain graduate training for a career in any area of psychology, whether in counseling and therapy, business and industry, or science and academia. May be repeated up to 2 times. *Prerequisite:* 111, PSYH 251, and permission of the instructor.

Psychology 460. Theories of Personality. (F)(3)
Nature of personality structure and dynamics. Classical psychoanalysis, social psychological and stimulus-response theories included. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 461. History and Systems of Psychology. (on demand)(3)
Origins of psychological thought within science and philosophy, tracing the development of systems and theories within German, British, and American psychology. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 470. Theories of Learning. (S)(3)
Basic fundamentals of learning theory as formulated by such theorists as Thorndike, Pavlov, Guthrie, Skinner, and Hull. Attention is given to the empirical support of various theories. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 472. Experimental Psychology. (S)(3)
Advanced study in experimental methods in psychology. Research methodology will be reviewed

and then applied through a semester-long research project in an area of interest to the student, resulting in a professionally-formatted document to be potentially considered for professional presentation or publication. *Prerequisites*: Psychology 111 and Behavioral Science 245 and 246.

Psychology 480. Special Topics in Psychology. (on demand)(3)
An intensive study of selected topics of interest within the discipline of psychology. May be repeated for credit as the topic varies. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 495. Independent Study. (F,S,Sum)(1-3)

Sociology

Requirements for a Major: Thirty semester hours, including Behavioral Sciences 245, 246, Sociology 131, 460. Psychology 330 is strongly recommended and will be credited toward the thirty semester hour requirement.

Requirements for a Minor: Twenty-one semester hours, including Behavioral Sciences 245, 246, Sociology 131. Psychology 330 is strongly recommended and will be credited toward the twenty-one semester hour requirement.

Appalachian Semester courses, Sociology 349 and 422, may count toward both the major and minor.

Sociology 131. Introduction to Sociology. (F)(3)
The social interaction of persons and groups; man's cultural heritage and social nature; analysis and principles of group life; forms of collective behavior; the process of socialization; social structure, interaction and reorganization, including race relations and social class; a variety of social institutions; the family, education, religion; the economy and politics; social change.

Sociology 231. Juvenile Delinquency. (F)(3)
An introduction to the study of juvenile delinquency and the juvenile justice system. The course investigates the topics of juvenile law, theories of causation procedural issues, and their interrelationships.

Sociology 241. Sociology of Appalachia. (F,S)(3)
Uses the basic principles and concepts of sociology to study life in the Appalachian region. The areas of study include socio-economic class, culture, folklore, social institutions, the family, religion, schooling, poverty, and development.

Sociology 251. Current Socio-Economic Problems. (F)(3)
Scientific understanding of social problems; problem areas in contemporary American society; types of personal disorders and role impairment; the influences of social change on the structure of society. Attention is also given to the question of why certain forms of deviance become defined as social problems.

Sociology 255. Selected Topics in Political Sociology. (on demand)(3)
A series of seminars and small group discussions organized around a set of case readings in the area.

Sociology 271. Marriage and the Family. (F,S)(3)
Background experiences in the lives of young people leading up to courtship and marriage; the establishment and functioning of the home, with related biological and social factors. Emphasis upon changing attitudes toward family relationships, some of the problems involved and suggested solutions.

Sociology 311. Human Ecology. (S)(3)
Population distribution, growth, composition, and its relevance to current economic, social, and political problems. *Prerequisites*: Sociology 131 or permission of the instructor. (Even years only)

Sociology 353. Minority Groups. (F)(3)
A social scientific study of the origin and organization of minorities and their effect on society, with particular emphasis on minorities in the United States. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 363. Sociology of Corrections. (S)(3)
The study of the origins and organization of corrections in the United States. Topics include correctional ideologies, the social structure of various types of correctional facilities, probation, and parole. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 371. Social Institutions. (on demand)(3)
An examination of the structure and function of social institutions, with primary orientation within the American milieu. Particular emphasis on socialization, stratification, social change, and relations among institutions. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 372. Social Stratification and Inequality. (on demand)(3)
An analysis of the social stratification system including the concepts of class, status, prestige, income, and wealth; and, the impact of social stratification on American society. *Prerequisites*: Sociology 131 or permission of the instructor. (Odd years only.)

Sociology 387. Field Practicum in Sociology. (on demand)(3)
The field practicum in sociology is designed to give social science majors practical experience in a professional field related to sociology. Field placements will include such diverse experiences as working in the county clerk's office, pre-trial services, social services and other programs. *Prerequisites*: Behavioral Science 245, and either Anthropology 221, Psychology 111 or Sociology 131, and permission of the instructor.

Sociology 421. Rural and Urban Sociology. (S)(3)
Comparative and interrelated study of urban and rural life considering physical, institutional, social and economic factors of modern life in cities and in the countryside. *Prerequisites*: Sociology 131 or permission of the instructor. (Odd years only.)

Sociology 433. Social Change. (on demand)(3)
This course introduces students to the problems of development and change. Examples will be drawn from Third World models of development, nationalism, imperialism, environmentalism, and human rights. The course is interdisciplinary, with emphasis on historical, economic, environmental and sociological aspects. *Prerequisites*: Sociology 131 or permission of instructor.

Sociology 460. Sociological Theory. (F)(3)
The major theories which have proved useful in investigating the nature of society are examined as cultural products, ideologies, and scientific models. Special attention is given to major figures such as Comte, Durkheim, Weber, Merton, C. Wright Mills, White and Sorokin in the emergence and convergence of their theoretical development. Lecture and discussion in a seminar setting. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 464. Sociology of Deviance and Criminology. (S)(3)
This course will develop an understanding of the social definitions and implications of deviance. Various types of deviant behavior and relevant theories of society will be addressed. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 470. Collective Behavior and Social Movements. (Sum)(3)
An analysis of the theoretical interpretations made by social and behavioral scientists of individual and collective behavior in crowds, demonstrations, disasters, social movements, riots, and political revolutions in Western Culture focusing on the United States from 1870 to the present. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 495. Independent Study. (on demand)(1-3)

Pre-Law

Most law school admissions committees require a student to have a four-year college program leading to the Bachelor of Arts or Bachelor of Science degree plus an acceptable score on the Law School Admissions Test. Regardless of the major, elective hours in accounting, business, history, political science, philosophy, and English prove helpful. Students should consult with a pre-law advisor, Dr. John Taylor (in the History Department), no later than the junior year.

Appalachian Studies

An interdisciplinary minor in Appalachian Studies is available to interested students. Courses involving the study of Appalachia may be found throughout this catalog.

Requirements for a Minor: Twenty-one semester hours chosen from the following: Behavioral Sciences 246 or History 300; Environmental Studies 350; Geography 241, Economics 251, Anthropology 251, History 233 and Sociology 241. Participation in the Appalachian Semester may be counted toward this minor, but students who do so cannot separately count Sociology 241 and History 233 toward the minor.

Appalachian Semester

Deborah Thompson, Director

The Appalachian Semester offers mature students a unique educational opportunity to devote their full time to studying the Appalachian region — its strengths, its problems, and its challenges. The program's objectives are to promote in-depth awareness and understanding of life in Appalachia from an interdisciplinary point of view. This comprehensive academic program, which includes both classroom and field experience, provides 15 semester hours of credit in a variety of disciplines and offers the student the opportunity to become actively involved in a unique part of American society.

The following courses comprise the Appalachian Semester. Students must complete an application with the Director prior to enrollment in this program.

Sociology 345. Historical and Contemporary Appalachian Culture. (F)(3)

A multi disciplinary introduction, within the context of regional unity and diversity, to mountain society, folk culture, literature, music, religion, ethnic groups, geography and history. In some years, HIST 475: Historical Experience in the Appalachian South (3 credit hours), may be substituted for SOC 345. An intensive, analytical study of the Appalachian region from settlement to the present, examining the diversity of historical development within the region, and the paradox of relative isolation along with integrating aspects of industrialization and modernization.

Sociology 349. Political Economy of Appalachia. (F)(3)

An analysis of the political economy of the Appalachian Region, e.g., settlement patterns; subsistence and commercial agriculture; timber, coal, textiles, and tourism; land ownership and land use; the corporate sector; taxation; government programs and planning; and issues of external and internal power relationships.

Sociology 422. Social Institutions in Appalachia. (F)(3)

A theoretical and observational analysis of the cultural and social characteristics of the Appalachian Region. Special emphasis will be given to the contemporary Appalachian culture and to the interaction of mountain people with the broader forces of social change at work in modern America.

Sociology 487. Appalachian Field Practicum/Research. (F)(6)

Each Appalachian Semester student, in consultation with the program director, will develop a specialized field experience. This course may be either experiential learning in a service or institutional setting, or directed study on a regional topic. Academic credit is available in English, history, sociology, anthropology, psychology, or social work, and in other disciplines on a negotiated basis as necessary and feasible.

The Campus Community

The Student Life Program

The mission of the student life program is to build a learning environment that empowers, encourages and challenges students. The student life team is committed to providing outstanding services to its campus and broader communities and focuses its energies and resources on student learning initiatives such as leadership, service, teamwork, and personal and community development.

Below is a short listing of services and opportunities available on the Union College campus. A comprehensive student handbook, *On Belay*, serves as companion to this catalog. The handbook may be obtained in hard copy from the Dean of Students' office and is available on the College's web site in an electronic form.

Student Organizations

The College has more than 30 student organizations that provide interesting leadership and learning opportunities. Organizational interests include academic support and recognition (honor societies), community service, campus programming and activities, residence life, student community government, spiritual development, wellness, wilderness/environmental, vocal, theatrical etc.

Intercollegiate Athletics

Union College is a member of the Mid-South Conference and the National Association of Intercollegiate Athletics (NAIA). The college promotes athletics for physical development and as a vibrant part of the program of extra-curricular activities. Union teams are noted for "clean" sport and competitive spirit. Sport for fun and character building is fundamental. In intercollegiate competition for women, varsity teams in basketball, golf, volleyball, swimming, soccer, softball and mountain biking represent the College.

Men's varsity teams compete in football, basketball, soccer, swimming, golf, baseball and mountain biking.

Additionally, Union sponsors a varsity cheerleading squad, which is open to both men and women.

Intramural Activities

The College strives to maintain a "sports for all" intramural program. Activities include flag football, basketball, floor hockey, mud-ball, softball, and volleyball. The intramural organization is, in general, made-up of men's, women's, and co-ed independent teams. The program includes both team and individual sports. Everyone is urged to take part – it's great fun and really keeps one in shape! *Union College is a member of the National Intramural-Recreational Sports Association (NIRSA).*

Student Conduct

The opportunity to become a member of the Union College community is not afforded to just anyone. The expectations are high, and it is important that each member of the community strive toward maintaining that tradition by modeling and empowering others to be honest and respectful, and to commit personal responsibility in all relationships.

The complete texts for the College's social and academic conduct codes are printed in the student handbook. The Vice President for Academic Affairs is the chief academic discipline officer for the College while the Vice President and Dean for Students serves as chief judicial officer for social and community discipline.

Social Life

Students are encouraged to consider the many options for intellectual, spiritual, social, service and physical activity as vital opportunities for developing range in personal development. Students are also urged to seek a healthy balance in their campus involvement in order to maintain high performance and success levels. Community Government, in partnership with Student Life, is responsible for planning, initiating and producing a comprehensive program of student social and recreational activities.

Health Services

The College, by special arrangement with the Knox County Health Department, maintains a Student Health Center on campus. Students with special needs should contact the Dean of Students for information on available services. Special physical challenges, AIDS, TB, or special psychiatric history are examples of circumstances that may require special management response and support from the College. Confidentiality will be strictly observed. This requirement is created in the interest of assuring clear access, safety, and enjoyment of the campus by each member of the campus community.

Campus Housing

Double-occupancy traditional housing and private room apartment-style housing (new for 1999-2000) is available for full-time undergraduate students. Additionally, twenty apartments are available for married students.

Housing Policy

The College requires that all unmarried (those with no dependent children) full-time undergraduates live on campus. One exception to this rule includes students living with parents or legal guardians in or around Knox County. A student wishing to request special permission to secure off-campus housing should refer to the Union College student handbook for specific application details. *Note: Institutionally funded financial aid, grants and scholarships are available only to those who adhere to the college's housing policy.*

I.D. and Address Requirements

Every Union College student must maintain a current address listing with the Student Life Office for emergency purposes and must be prepared to show a current Union College ID card on request. ID cards are issued during Fall and Spring Registration Confirmation.

Counseling Services

Union College takes seriously its responsibility to provide for the diverse needs of its students. For this reason, the college has established a network of counseling services in the following areas: academic advising, career planning and placement, spirituality, personal and psychological counseling. The college also provides opportunities for support through a student-led Peer Ministry Program. Additionally, members of the student life staff are prepared to assist students with special problems that may arise and to connect them with the best available source of help within the college community.

Admission Information

Joretta Nelson, Vice President for Enrollment Management

Union College evaluates applicants for admission on an individual basis. Decisions are made based on the total potential of the student to profit from and contribute to the Union College academic community. Acceptance decisions are based on the quality of academic achievement, which includes an evaluation of the student's high school grade point average and pre-college curriculum courses, class rank, and ACT and/or SAT I scores.

The Union College Web application for admission may be found at www.unionky.edu. Alternatively, you may request an application by writing or calling:

Office of Admission
Union College
310 College Street
Barbourville, KY 40906
1-800-489-8646
or internationally, 606-546-1607
Fax: 606-546-1667
E-mail: enroll@unionky.edu
Web site: www.unionky.edu

Union College processes applications on a rolling admission basis. An application is considered for admission once all required items have been submitted.

Applying as a First-Year Student:

Students who have graduated from high school or received a GED certificate but have not attended any college or university, are considered to be First-Year Students. The following items must be submitted directly to the Office of Admission:

- The completed application for admission;
- A non-refundable $20 application fee;
- An official, sealed high school transcript or official GED score report form;
- An official ACT or SAT I score. (Standardized test scores are not required for students 25 or older.)

Applicants must authorize the release of their high school transcripts by signing the application form. It is the *student's* responsibility to contact his/her high school to request that an official transcript be sent to the Union College Office of Admission.

All first-year students' transcripts should include a completed pre-college curriculum, which consists of the following courses:

English	4 units
Mathematics	3 units
Laboratory Science	2 units
Social Science	2 units

In addition, the study of a foreign language is recommended.

Applying as a Home-School Applicant

Union College welcomes applications for admission from students who have completed their secondary school education in a home-schooled environment. The following credentials need to be submitted for evaluation by these applicants:

- The application for undergraduate admission;
- The $20 non-refundable application fee;
- Official ACT or SAT score report forms, submitted directly from the testing agency;
- Complete secondary school record and transcripts (including a grading scale);
- The name and author of textbooks used during instruction;
- Course descriptions or course outlines;
- Documentation of laboratory science experience;
- A full attendance record (days of instruction);
- The academic calendar (August/September, May/June, or other);
- One letter of recommendation speaking to the student's academic promise;

The student may (but is not required to) submit a writing sample, a summary of travel-related experiences or work-related experiences.

Applying as a Transfer Student:

Students applying for admission to Union College who have received college credit from other colleges or universities are considered to be Transfer Students. The following items must be submitted directly to the Office of Admission:

- The completed application for admission;
- A non-refundable $20 application fee;
- Official, sealed transcripts from all colleges/universities attended;
- An official, sealed high school transcript if the student has completed less than 31 semester hours from a regionally accredited institution;
- An official ACT or SAT I score if the student has completed less than 31 semester hours from a regionally accredited institution.

Transfer students applying to Union College must be in good standing with their previous college, and must be eligible to return to that school.

Union College will record a summary of transfer credits, indicating the total number of hours accepted and the quality point average at the sending institution. Union accepts only transfer work in courses with a grade of "C" or above.

Sixty-seven semester hours is the maximum number of hours that will be accepted from a two-year institution. Transfer students must satisfactorily complete 32 semester hours at Union College. For an associate degree, a transfer student must satisfactorily complete 18 semester hours at Union College.

Transfer credits will be accepted at the level of the initiating institution. Therefore, a student transferring from a two-year institution must accumulate 39 semester hours of upper division credit while a student at Union College before they are eligible for graduation. Of that work, at least six upper division hours must be included in any minor; 12 upper division hours must be included in any 30-hour major, and at least 18 semester hours of upper division course work must be included in any 50-hour major or in an area of concentration.

Applying as an International Student:

Students applying for admission to Union College who are not citizens of the United States, and who are not classified by the Immigration and Naturalization Service (INS) as residents of the United States, are considered to be International Students. The following items must be submitted directly to the Office of Admission:

- The completed international application for admission;
- A non-refundable $20 application fee;
- Official, sealed transcripts from all high schools and colleges/universities attended;
- Official copies of ACT and/or SAT I scores if the student wishes to be considered for academic scholarships;
- Official English translation of all transcripts in other languages;
- Official statement of financial support from the student's bank or accountant, providing evidence that the student will have the necessary financial support throughout his/her studies at Union College;
- English language proficiency is required for all international students. All international applicants whose home country does not have English as an official language must submit one of the following:
    1. Official TOEFL score or an admissable ACT/SAT I Score
    2. Official Michigan Test score;
    3. Completion of approved ELS English language program.

  English language proficiency is subject to review by the Admission and Academic Standing Committee
- Letters of recommendation, *with the necessary English translations*, are strongly encouraged.

It is the applicant's responsibility to provide official English translations of all documents submitted in other languages. These translations must be original documents bearing the signature and seal of the translator or agency, and they must be *literal translations*, not summaries or interpretations of the original documents.

When the international applicant has been admitted to the College, a form I-20 will be issued. If a student uses this form I-20 to enter the United States, he/she is obligated to attend Union College. Once the student enrolls at Union College, he/she is obligated to stay for at least one year. The student must also maintain a full course of study (at least 12 semester hours per term).
*Deadline for applying for fall semester—15; spring semester—October 15

Standardized Tests

Information about the ACT and SAT I is available in the Office of Admission, including a schedule of test dates and locations. All applicants requiring a test score for admission should have their test results forwarded to Union College. The Union College ACT code is 1552, and the SAT I code is 1825.

Enrollment Deposit

After official notification of acceptance to the College is received, all new students are required to submit a non-refundable enrollment deposit of $100. This deposit must be submitted by Monday, May 1, 2000 for students entering for the Fall 2000 term, and Friday, December 10, 1999 for students entering for the Spring 2000 term. A separate housing deposit of $50 is required for those who wish to live on campus. Students who do not submit an enrollment deposit will not be allowed to register for classes.

Summer Orientation

A one-day summer orientation program is required for all new students. The orientation session is designed to help students make a successful transition to Union College, and includes academic advising, class registration and financial aid counseling.

Admission Information for other programs

High School Special Program

Juniors in high school may attend classes at Union College the summer before and/or during their senior year in high school. The student must have a "B" average and must have scored at least a 15 on both the English and Reading sections, and at least a 9 on the Elementary Algebra/Pre-Algebra sections of the ACT. Students may enroll for a maximum of six hours in any one term.

GED Acceptance

An applicant may be admitted with a GED high school equivalency score report form, based on the minimum requirements recommended by the American Council on Education. See guidelines above for applying as a first-year student.

Advanced Placement

Students who have scored at least a three on one or more of the AP tests may receive credit and/or advanced placement for their test scores. The Office of the Registrar will determine the credit and/or placement to be awarded.

International Baccalaureate

Union College recognizes International Baccalaureate (IB) level work in the admission process and will grant credit for examination scores of 4 or better on Higher level courses only. IB Certificate recipients will receive one course credit (3 semester hours) for each Higher level score of 4 or better. No credit is given for Subsidiary level examinations.

Early Start

First-year students may enroll for classes the summer before their first full-time fall semester at Union College. Students must not have attended any other college, must graduate in the top half of their high school class, and must have at least a 21 on the ACT or a 980 on the SAT I. Students must also have applied, be admitted and plan to attend Union for the fall semester following their Early Start summer program.

Appalachian Semester

The Appalachian Semester program offers college sophomores, juniors and seniors an opportunity to come to Union College to study and experience the Appalachian culture. The priority deadline for applications is May 1 for the following fall term; however, applications will be reviewed until the fourteen available spaces have been filled. Early application is recommended for this program.

The application process includes a brief essay describing the student's interest in and experience with the Appalachian region; a non-refundable application fee; and an official transcript from each college or university attended. Candidates are evaluated on the following criteria:

- Recommendations from advisors or other faculty members;
- Performance in, and diversity of, courses attempted;
- Cumulative grade point average;
- Content of the essay;
- Life experiences, especially those that reflect a service orientation, initiative and self-direction.

Financial Information

College Expenses

The academic year is divided into two regular semesters, Fall and Spring. In addition, a three-week May Interim and two five-week summer sessions are offered, convening in the months of May, June and July respectively. Applicable tuition and fees are as follows.

Undergraduate Expenses

(per regular semester)	
Tuition (12 to 18 semester hours)	$5,535.00
Community Government Fee	
(per semester-required for all full-time undergraduates)	$25.00
Room and Board Traditional Housing* (19-meal week)	$1,825.00
Private Room Residence Hall (Additional)	$200.00
Total for Traditional Housing Student	
Double Room	$7,385.00
Private Room	$7,385.00
Room and Board Apartment-style Housing* (7-meal week)	$1,550.00
Total for Apartment-style Housing Student	$7,085.00
Student Health Insurance (per academic year- required for all full-time undergraduates unless proof of other health insurance coverage is provided. See Student Insurance section.)	$200.00
Part-time tuition for registering less than 12 or more than 18 semester hours, per semester hour	$225.00

Graduate Expenses

Full-time tuition (12 to 18 semester hours)	$5,535.00
Room and Board Residence Hall	
Double Room	$7,360.00
Private Room	$7,560.00
Part-time tuition (per semester hour)	$225.00

May Interim Term Expenses (2001)

Tuition, Undergraduate (per semester hour)	$225.00
Tuition, Graduate (per semester hour)	$225.00
Room and Board (15 meals per week)**	$300.00

Summer Sessions Expenses (2001)

Tuition, Undergraduate (per semester hour)	$225.00
Tuition, Graduate (per semester hour)	$225.00
Room and Board (15 meals per week) each term**	$475.00

Other Expenses

The fees listed below are not a part of the traditional tuition and board and room charges.

Audit Fee (per semester hour)	$25.00
Late registration fee***	$15.00
CLEP (per test)	$35.00
CLEP Credit Recording fee (per course equivalent for Subject Tests only)	$30.00
Portfolio Fee (per semester hour)	$30.00
Examinations:	
Late final examination fee	$15.00
Credit by examination (Institutional, per credit hour)	$25.00
Music Lessons:	
Part-time and Special Students (per semester hour)	$80.00
Applied Music (per semester hour)	$65.00
Private Lesson (Continuing Education, per semester hour)	Varies
Transcript-after first copy	$4.00
Student Teaching Fee	$100.00
Appalachian Semester Fee	$200.00
Special Lab or Studio Course	$25.00
College Court Rental, per month (all utilities furnished)	$200.00
Graduation Fees:	
Degree or Certificate	$20.00
Academic Regalia	$25.00
Absentia	$50.00
Renewal Fee	$5.00

*Vacation periods are not included in the above quotations. Food service and traditional college housing are closed during some vacations and other periods as noted in the undergraduate calendar. Student apartment-style housing is closed during summer vacation only. The College reserves the right to entertain delegates to conventions and other related groups in all College housing during summer vacation periods.

**All board charges are subject to change without notice, pending contract agreement with the food service provider.

***Late registration fee can be waived by the Registrar for sufficient reason if permission is requested in advance.

Student Insurance

l full-time students who do not have health insurance coverage through parents and/or a private an will be enrolled in a Student Health Insurance program provided by the College. Participation in e insurance plan is mandatory unless the student can provide proof that other insurance is in force. ıe premium will automatically be charged to the student's account. The insurance is designed to ɔmplement normal services provided through the Student Health Center. Students are required to turn either a completed Student Health Insurance waiver form indicating proof of insurance, or ıyment to the College for the insurance plan. Information will be sent prior to the beginning of the ll term.

Payment Policy

Financial Clearance

ıy student who owes a balance on his or her account after September 8th (fall) or January 18th pring) may be subject to withdrawal procedures. Full payment of an account or satisfactory ıancial arrangements of an account for all charges are due on or before registration. Any student ıving an unpaid account will not be cleared for a transcript of credits or a diploma. Should ɔllection efforts become necessary to collect an unpaid balance, the student will be responsible r all costs of collection including collection agency and attorney fees.

May and summer sessions must be paid in full at the date of registration — no payment plan is ailable for May or summer sessions.

Payment Plan

ı affordable payment alternative is the Interest-Free Monthly Payment Plan, administered by cademic Management Services (AMS). The AMS plan allows you to pay tuition, room, and board on monthly basis throughout the year with no interest charges. By enrolling in the AMS plan, you can eep borrowing to a minimum and spread education costs over a period of 10 months. With the AMS an, you pay as you earn – one month at a time right out of your current income or savings.The AMS terest-Free Monthly Payment Plan is not a loan program. There is no credit check, with the ception of a small fee to set up the plan. If the person who pays the AMS bill should die, the AMS ıyments – and the student's education – will be protected **(10 month payment plan only).**

A three-payment deferred Interest-free Monthly Payment Plan administered by AMS is also ailable.

The AMS Interest-Free Monthly Payment Plan is available to all students and families. For more formation and an application, call AMS at (800) 635-0120. You can also visit AMS on the Web at tp://www.amsweb.com.

Refund Policy

student is considered to be enrolled until he or she completes drop/withdrawal procedures. ecessary forms must be obtained from the Office of the Registrar. All refunds will be based on the ate these drop/withdrawal forms are completed and returned to the Office of the Registrar.A full efund may be obtained for a class only if a student has not attended beyond the first session and ɔmpletes drop/withdrawal procedures with the Office of the Registrar

Tuition refunds are based on the period of time a student is enrolled in a course expressed as a ercentage of the total length of the course schedule. Room refunds are based on the period of time a udent officially occupies college housing expressed as a percentage of the total length of the emester/term. Board charges will be refunded on a pro rata basis.

Pro-Rata Refund Calculation

First-time recipients of Title IV Assistance are defined as students who have not attended at least one class at Union College. A student who received a refund of 100% of his or her tuition and fees under the institution's refund policy for previous attendance at Union College would also be considered a first-time student.

Title IV assistance is defined as Federal Stafford Loans, Federal Supplemental Educational Opportunity Grants, Federal Pell Grants, Federal Perkins Loans, Federal PLUS Loans, and Federal Direct Student loan programs. Although Federal Work-Study is also a federal program, it is excluded from the refund calculation by law. First-time, Title IV recipients who withdraw before 60% of the semester has elapsed will have a Pro-rata refund calculation performed, and will receive the greater amount of a refund generated by the institutional refund calculation or the Federal Pro-rata refund calculation.

Federal Refund Calculation

This calculation applies to Title IV recipients that do not qualify as first-time Title IV recipients. This calculation stipulates that for students withdrawing one week before classes begin, there will be a 100% refund of tuition, fees, room and board. A 90% refund is given to students withdrawing within 10% of the enrollment period; a 50% refund would be given to students withdrawing between 10% and 25% of the enrollment period; and a 25% refund would be given to students withdrawing between 25% and 50% of the enrollment period. Again, the Business Office calculates the Institutional refund, and the calculation yielding the greater advantage to the student is used.

Institutional Refund Calculation for Regular Semesters

Tuition refunds are based on the date on the official withdrawal form when signed by the Registrar.

Withdrawal Period - % of Tuition Refund

During the First 5% of a course schedule	100%
Between 5% and 10% of a course schedule	80%
Between 10% and 15% of a course schedule	60%
Between 15% and 20% of a course schedule	40%
Between 20% and 25% of a course schedule	20%
After 25% of a course schedule	-0-

Institutional Refunds for May Interim, Summer Sessions, or Degree Completion Sessions

Withdrawal Period - % of Tuition Refund

During the First 5% of a course schedule	100%
Between 5% and 20% of a course schedule	50%
After 20% of a course schedule	-0-

Housing Deposit

Newly admitted undergraduate students who choose not to attend Union College may receive a refund of their housing deposit provided their request is made in writing to the Associate Dean of Students prior to August 1 for the fall semester and prior to December 1 for the spring semester. Graduating students and continuing undergraduate students who are granted off-campus housing should automatically receive a refund of any remaining housing deposit funds unless an unpaid student account balance exists.

Enrollment Deposit

This $100 deposit is non-refundable and must be submitted by May 1, 2001 for students entering for the Fall 2001 semester, and by December 10, 2001 for students entering for the Spring 2002 semester.

Financial Assistance

Student expenses

n planning to attend Union College, a student should expect the following typical expenses for an academic year: tuition and general fees $11,120; room and board $3,650; books and supplies $550. n addition, allowance should be added to these figures for personal expenses, medical insurance, ransportation, and extra charges for special courses (such as laboratory fees, etc.). The Office of Student Financial Aid will consider the total costs for attendance, including the items listed above, vhen making a financial aid commitment.

Purpose of financial aid program

n addition to its own scholarship funds, Union College participates in all federal programs ncluding the Pell Grant program. Residents of Kentucky are also eligible to receive state tuition rants and loans. Information on Union College scholarships will be found on the following pages.

Students applying for financial aid are considered for all programs for which they are eligible. The amount of financial aid awarded is generally a combination of grant, loan, and employment, nd is based on the financial need of the student. Need is determined by subtracting the resources f the student and the contribution of his or her parents from the total student expenses. The arents' contribution is calculated on the basis of the amount of their income and assets as well as consideration of taxes, medical expenses, and other liabilities of the family. All financial aid wards to students are determined by Union College's Office of Student Financial Aid.

Procedures for applying for financial aid

tudents must apply for financial aid by submitting the Free Application for Federal Student Aid FAFSA). Students applying by the March 15 priority deadline will have a greater opportunity. lowever, financial aid may still be available after this date. The FAFSA is used to apply for the ederal Pell Grant, the Kentucky Tuition Grant, the Federal Supplemental Educational Opportunity rant (FSEOG), Federal Work-Study, Federal Perkins Loan, Federal Stafford Loan, and any nstitutional funds. The FAFSA may be obtained from a high-school guidance office or the Office of tudent Financial Aid.

A Financial Aid Notification along with information about any aid offered will be sent from Union ollege to each student who applies. Students are eligible to receive financial aid for a maximum f ten semesters.

The Office of Student Financial Aid reserves the right to reduce, increase, or otherwise adjust ny financial aid for which it is responsible.

A student must reapply for financial aid each academic year. However, aid usually continues at he same level each year unless a student's resources or the expected contribution of his or her arents changes. All enrolled students receiving aid automatically receive information about pplying for renewal awards. Other enrolled students should request applications by February 15.

Students who fail to maintain a satisfactory level of achievement may not receive the following ypes of financial aid: Federal Pell Grants, Federal Supplemental Education Opportunity Grants FSEOG), KHEAA State Grants, Union College Scholarships and Grants, Federal Work Study, Federal erkins Loans, Federal Stafford Loans, Federal PLUS Loans, other aid involving federal or state ources and funds associated with Union College. A student whose academic performance falls elow acceptable guidelines of the College may be placed on academic probation. A student can eep financial aid during the first semester on probation; however, if he or she continues on academic probation for a second consecutive semester, or fails to complete 50% of the credit hours nrolled he or she will not retain financial aid. Students are eligible to receive financial aid for a naximum of ten semesters.

A student will receive written notification if financial aid is to be withdrawn. Students who have inancial aid withdrawn may appeal to the Admission and Academic Standing Committee by ubmitting a letter stating why satisfactory progress was not maintained and any other reasons why id should not be withdrawn.

Grants

(The following grants are dependent upon availability of funds)

Federal Pell Grant — A program providing direct grants from the federal government. The student receives an eligibility report (as a result of his or her FAFSA application), which can be submitted to Union College for payment.

Federal Supplemental Educational Opportunity Grant (FSEOG) — A program designed by the federal government to assist undergraduate students with exceptional financial need (with priority given to Pell Grant recipients).

Kentucky Tuition Grants, combined with the CAP Grant — Provide grants to students who are residents of the Commonwealth of Kentucky and who demonstrate a need through the analysis of the Financial Aid Form application.

Employment

Federal Work-Study Program — If a student still requires financial support to meet college costs after the federal and state grants are awarded, the student may be given the opportunity to earn an amount on an hourly basis in a campus department. This employment program is campus-based support from the federal government. Either undergraduate or graduate students can qualify if the Financial Aid Form results indicate a need.

Co-Op Program with TruSeal Technologies — Available to a qualified sophomore, junior, or senior majoring in chemistry.

Loans

Federal Perkins Loan — Federal loan funds are made available to students who have financial need and who maintain satisfactory progress towards graduation. Repayment at a 5% interest rate begins nine months after graduation or withdrawal from school.

Federal Stafford Loan — This loan program exists in Kentucky and other states as a way to borrow from private commercial lenders to finance college education on the undergraduate and graduate levels. Repayment at a variable interest rate not to exceed 8.25% interest begins six months after graduation or withdrawal from school. Eligibility depends upon at least half-time enrollment status, making satisfactory academic progress, and a reporting of family income by filing the FAFSA.

United Methodist Student Loan Fund — Students who are members of the United Methodist Church and maintain a "C" average may apply through Union College for a loan at 6% interest from the Board of Education of the United Methodist Church.

Charles M. and Mary D. Grant Loan Fund — Provided through the generosity of the Charles M. and Mary D. Grant Foundation of New York City, N.Y.

Hensley Emergency Loan Fund — Established by Mr. and Mrs. Burton F. Hensley of St. Cloud, Fla.

The Russell and Alice M. Hicks Student Loan Fund — The late Russell and Alice Hicks of New Albany, Ind., have established an endowed student loan fund at Union College through an estate gift.

Mattie Hyams Loan Fund — Established through the estate of Mattie Hyams. This endowed fund provides interest-free student loans for young men or women studying for the ministry.

The Rev. and Mrs. Erwin King Loan Fund — The Reverend and Mrs. Erwin King have established a loan fund at Union College.

The Charles Henry and Glennora Rominger Krieger Student Loan Fund — This loan fund was established by the late Glennora R. Krieger of Ft. Thomas, Ky.

Charles E. Schell Foundation Student Loan Fund — Established in 1993 by The Charles E. Schell Foundation. Recipients of these interest-free student loans are selected by Union College based on a prescribed criteria established by the Foundation.

The Bryan W. Whitfield - Kentucky Jellico Coal Company Memorial Fund — This endowed student loan fund was established by Bryan W. Whitfield, Jr., of Harlan, Ky., in memory of his father,

Bryan W. Whitfield, founder of the Kentucky Jellico Coal Company.

Guy H. Williams Loan Fund — Dr. Guy H. Williams of Cleveland, Ohio, has established a loan fund in memory of his wife, Anna Williams.

The Beverly P. and Mossie B. Wilson Loan Fund — This loan fund has been established by Dr. and Mrs. O. J. Wilson of Louisville, Ky., in memory of Dr. Wilson's mother and father.

Other Loan Funds — Student loans are available from a number of funds not specifically designated for Union College students, but for which Union College students are eligible. Specific information may be obtained from the Office of Student Financial Aid.

Institutional Grants

United Methodist Church grants —Union College will provide a grant to first-time, full-time students who are members of a United Methodist Church. To receive the grant, the student must submit a letter from his/her pastor, stating that he/she is a member in good standing of the United Methodist Church. This letter must be submitted to the Admission Office by Friday, September 3, 1999 for students entering for the fall 1999 term.

Alumni grants — Dependent children of Union graduates that have received a baccalaureate degree will be eligible to receive a $500 grant each academic year. This grant is renewable based on a 2.0 grade point average, full-time student status, and can be received up to ten semesters of attendance. Students must meet all admission requirements as stated in the college catalog.

Over 50 Grant — Union College recognizes the drive and ambition of students who believe in the College's principles of life-long learning. In an effort to show this, Union College proudly honors our students who have reached the age of 50 by providing them with the Over 50 Grant.

This grant provides for up to half of the undergraduate tuition balance after all financial aid, third-party funding and tuition discounts have been applied. The student must reach his or her 50th birthday before the beginning of the term for which the grant would apply. If a student reaches 50 during a term, the grant would apply to the following term. Proof of age will be required before the grant can be approved.

The application for the Over 50 Grant must be completed and approved at least two weeks prior to the first day of class of the term for which the student wishes to enroll. A copy of the application must be presented to the Office of Business Affairs in order for the student to receive the grant.

Scholarships

Freshmen Scholarships for new, full-time freshmen are based academic achievement and the results of the ACT or SAT. Scholarships are awarded at the time the student is granted admission to the College.

Transfer Scholarships are available for new, full-time students who are transferring from a regionally accredited college or university. Individuals must have completed at least 12 semester hours at the transferring institution to be considered for a transfer scholarship, which is based on the student's grade point average.

All institutional grants and scholarships are based on the availability of funds with priority being given to those individuals who apply before May 1 of each year.

Alumni Scholarships — The National Alumni Association of Union College awards three annual scholarships of up to $1,000 each. Juniors and seniors may get applications from the Office of Alumni Relations in Speed Hall.

Annual Scholarships

The following scholarships are funded by yearly contributions. In years where no gift is made, the scholarship is not awarded.

Ashland, Inc. Foundation Scholarship — Provided as part of the Association of Independent Kentucky Colleges and Universities named scholars group.

The Bank of Harlan Scholarships — Funded by the Bank of Harlan, Harlan, Ky.

Barbourville United Methodist Church Music Scholarships — Supported by the First United Methodist Church of Barbourville, Ky.

The Bonner Scholars Program — Established by the Corella and Bertram F. Bonner Foundation to provide high quality services to its community through developing well-trained, committed volunteer leaders. The Bonner Scholars Program offers financial support to students from low-income backgrounds who want to attend college and provides them with an opportunity to engage in community service activities while in college.

The Doan-Woody Scholarship — Otis Doan, Jr. of Harlan, Ky., has established an annual scholarship. The scholarship is a memorial to Otis Doan, Sr., father of Otis Doan, Jr., and to Dr. Lester G. Woody, former Professor Emeritus of English at Union College.

Irene Hughes Scholarship — Provided by Miss Irene Hughes (A.B. '37, M.A. '63) of Barbourville, Ky.

Jephson Educational Trust Scholarship — The Board of Directors of this trust annual fund scholarships for worthy Union students based on financial need.

Christian A. Johnson Endeavor Foundation Scholarship — Over the years, funds from the Christian A. Johnson Endeavor Foundation have provided hundreds of scholarships for Union students. This foundation is based in New York City and was established by the late Mr. Johnson, who had interests in education, medical research, youth development, and free enterprise economics.

Junior Study Club Scholarship — Sponsored by the Junior Study Club of Barbourville, Ky.

Keeneland Association Scholarship — As a representative of Kentucky's signature industry, the Association funds an annual scholarship for students from Central Kentucky through support of the Association of Independent Colleges and Universities.

Kentucky Utilities Scholarship — Provided by Kentucky Utilities as part of the Association of Independent Kentucky Colleges and Universities named scholars program.

Lowes Community Scholarship — Established as a partnership between Lowes Home Improvement of Corbin and the College to provide funds for scholarships and employment opportunities for qualifying students.

The Magee Christian Education Foundation Scholarships — Provided by the Magee Christian Education Foundation.

Mellam Family Scholarship — Funded through the generosity of the Mellam Family Foundation of New York City.

National United Methodist Scholarships — Supported by the Board of Education of the United Methodist Church.

E.O. Robinson Mountain Fund Scholarship — Provided by the E.O. Robinson Mountain Fund of Lexington, Ky.

Sanders Honor Scholarships — The late Colonel Harland Sanders of Shelbyville, Ky., instituted these scholarships.

Special People in Need Scholarship — Provided by the Special People in Need Foundation of Chicago, Ill.

Toyota Motor Manufacturing, Inc. Scholarship — Provided as part of the Association of Independent Kentucky Colleges and Universities named scholars group.

TruSeal Technologies Scholarships — Funded by TruSeal Technologies of Barbourville, Ky., a division of B.F. Goodrich Company.

Union National Bank Scholarship — Provided by Union National Bank of Barbourville, Ky.

UPS Foundation Scholarship — United Parcel Service provides this scholarship as part of its annual support of the Association of Independent Kentucky Colleges and Universities.

Endowed Scholarships

American Legion, Deaton Smith Post 69 Scholarship — Established by the officers of the organization for scholarships for students from Knox County with first preference being given to dependents of veterans.

Dr. and Mrs. Edward S. Amis Endowed Scholarships — Established by Dr. and Mrs. Edward S. Amis of Fayetteville, Ark. Dr. Amis received Union's Distinguished Alumni Award in 1985.

Ashland First United Methodist Church Scholarship — Established by members of the First United Methodist Church of Ashland, Ky.

George L. Bagby Scholarship/Loan Fund — Provided through the generosity of the late George L. Bagby of Woodford County, Ky.

William H. and Louella M. Ball Endowed Scholarship — Established by their sons, William H. (a Union College trustee) and Robert C. Ball, and other family members and friends.

Barbourville Kiwanis Scholarship — The Kiwanis Club of Barbourville, Ky., has supplemented a fund originated by Mr. C.F. Heidrick and established this scholarship fund.

Bell County Scholarship — Established by a friend of Union College from Bell County, Ky.

Byron B. Berry Appalachian Scholarship — Endowment funded through a gift by Byron B. Berry, a 1935 alumnus.

Henry C. Black Memorial Scholarship — Given as a memorial to Union College graduate Henry C. Black.

John A. and Hannah P. Black Memorial Scholarships for Christian Workers — Endowed by the late Dr. and Mrs. Henry C. Black of Johnson City, Tenn.

Stanley Shaffer Black Memorial Scholarship — This endowed scholarship fund was established through a bequest by the late Annabel Scott Black of Johnson City, Tenn., in memory of her husband Stanley Black, a Union College alumnus.

James F. , Flora B. Blair and William E. Nau Scholarship — Originally established by Dr. and Mrs. James Blair of Barbourville and augmented by the family of friends of Mr. William E. Nau in memory of all of their many contributions to the College. Scholarships from this endowment are for students from southeastern Kentucky.

Thelma Morehead Blair and Robert A. Blair Endowed Scholarship — In memory of Mr. and Mrs. Robert A. Blair by their daughter, Jeanette Blair Ladenburger (a Union College trustee) and son-in-law, John L. Ladenburger.

R.L. Brown Family Endowed Scholarship — Established by Mr. R.L. Brown, Jr., a former Union College trustee from Corbin, Ky. Mr. and Mrs. R.L. Brown, Sr. were graduates of Union College.

Annette and Berry Burnaw Scholarship — Given by James Burnaw, an alumnus and current Union College trustee, in honor of his parents.

Dr. and Mrs. Carlo B. Cawood Memorial Scholarship — Endowed by the late Dr. and Mrs. Carlo B. Cawood of Harlan, Ky.

Mamie D. Chambers Endowment Fund — This scholarship fund was begun by the late Mamie D. Chambers of Maysville, Ky.

Buford T. and Eleanor O. Clark Endowed Scholarship — Established by their son, Thomas C. Clark, and family members in memory of the Clarks' dedication to the College and the Knox County community.

William Glenn Clark Endowed Scholarship — Established in 1993 through a gift from the estate of Dr. W. Glenn Clark, a 1936 Union graduate.

Class of 1964 Scholarship — Funded by members of the Union College Class of 1964.

Mary Clement Memorial Scholarship — Earl Clement, son of Mary Clement, established this fund in her honor. Mrs. Clement was a resident of New Jersey for over eighty years and had a great love for education. Another son, Robert, is a graduate of Union, a past member of the Board of Trustees, served as Dean of Students from 1968-75, and as Director of Alumni Relations from 1995 - 99.

Dr. Emerson G. and Edith Cobb Chemistry Endowment Fund — Established by Dr. and Mrs. Emerson G. Cobb of Burson, Cal. Dr. Cobb is a 1928 graduate and former Head of Union's Chemistry Program and later Chair of the Department of Chemistry at the University of the Pacific, Stockton, Cal. Mrs. Cobb, the former Edith K. Cheap, is a 1929 Union graduate.

The Robert H. Cole Memorial Scholarship — Mrs. Monica M. Cole established this in memory of her late husband Robert H. Cole, a native of Barbourville and former student at Union College. During his lifetime and since his death, the late Mr. Cole and Mrs. Cole have been major donors to the College, having given more than $75,000 for operation and building needs in memory

of Mr. Cole's parents, Mr. and Mrs. L.M. Cole, long-term residents of Barbourville. Mr. Cole built a chain of 35 drugstores in Tennessee and neighboring states. He also established the Robert H. Cole Microvascular Surgery Laboratory at the University of Tennessee.

Reverend Howard and Kathryn Coop Scholarship — Established in honor of the Coops by friends in churches where they have served.

Corbin Camp Meeting Endowed Scholarship — Established by officers of the organization for worthy individuals from the tri-county area who are committed to service and ministry.

Davies Memorial Scholarship — Endowed by the family and friends of Miss Ellen Davies and the late Dr. T.R. Davies.

Dr. Robert M. Drew Endowment Fund — Established by the Commission of Missions of the Hyde Park Community United Methodist Church of Cincinnati, Ohio, in honor of the Reverend Dr. Robert E. Drew.

Dr. Franklin Duncombe Memorial Fund — Mrs. Helen Duncombe of Haverford, Pa., has established this fund in memory of her late husband.

Alfred I. DuPont Scholarship Fund — Given by the late Mrs. Alfred I. DuPont of Wilmington, Del.

Sam Coone Early Endowment Scholarship — Endowed by the family of Sam Coone Early, a student at Union College in the late 1920s.

E. Nettie Edinger Memorial Scholarship — The late Mr. Joseph Edinger established this scholarship in memory of his sister.

Dr. and Mrs. J. Edward Faulkner Memorial Scholarship — This $500 scholarship is awarded to a student who plans a life of service in the healing arts, with preference being given to a pre-dental student.

John D. Feather Scholarships — Funded by the late John D. Feather of Corbin, Ky. He was a 1940 graduate of Union College.

R.B. Fenley Scholarship — Endowed by Mr. R.B. Fenley of Louisville, Ky. He is a former trustee of Union College.

President E.T. Franklin Endowed Scholarship — Initiated by Mrs. Grace I. Franklin, widow of former Union College President E.T. Franklin, and other family members.

The Harry L. Frey Scholarship Fund — Harry L. Frey, formerly of Lexington, Ky., and a member of the First United Methodist Church of that city, has established an endowment for scholarships for Union College students.

The GAR Foundation Endowed Scholarships — Provided through the generosity of The GAR Foundation of Akron, Ohio.

Reverend Floyd E. George, Jr. Scholarship Fund — Established in memory of the late Reverend Floyd E. George, Jr. through the generous contributions of family and friends.

Glover Giles Memorial Fund — Established by gifts throughout the life of Mr. W. Glover Giles and by a bequest. Mr. Giles of Louisville, Ky., is a former trustee of Union College.

John O. and Harriet B. Gross Memorial Scholarship — Endowed by family and friends of Dr. and Mrs. Gross. Dr. Gross served as Union's president from 1929-38.

Hugh and Joyce Haggard Memorial Scholarship — A scholarship fund memorializing Dr. Hugh E. and Joyce A. Haggard, and their children, Walter M. and Stephanie L. Established by the parents and brother of Dr. Hugh E. Haggard.

Hauser and Sanslow Scholarship — This scholarship was established by Elizabeth Hauser Sanslow in memory of her parents, Gus A. and Mary H. Hauser, and her late husband, James H. Sanslow. Her father was a former Superintendent of Buildings and Grounds at Union College.

William Randolph Hearst Endowed Scholarship Fund — Established by a grant from the William Randolph Hearst Foundation of New York, N.Y.

Dewey and Rachel B. Hendrix Memorial Endowment — Dwight M. Hendrix, an alumnus of Union College, and his sister, Mrs. Mary Katherine Hendrix Brashear of Hyden, Leslie County, Ky., have established an endowment to memorialize their parents.

Walter S. and Ida Cole Hudson Scholarship Fund — The late Ida Cole Hudson of Barbourville, an alumna of Union College, endowed, through a bequest, a fund to provide scholar-

ships in memory of her son, John Randall Hudson, a first lieutenant in the Air Force and a casualty of World War II.

The Professor Daniel M. Humfleet Scholarship Endowment— Mrs. Bernice Humfleet Aguilera of Natchitoches, La., has established a $25,000 endowment at Union College in memory of her father, Professor Daniel M. Humfleet, a former faculty member of the College. The scholarship will begin following the lifetime of Mrs. Aguilera.

Dr. W.A.E. Johnson Memorial Scholarship — Mrs. W.A.E. Johnson of Lawrenceburg, Ky., and friends have endowed a scholarship in memory of her late husband, a Union graduate and long-time friend of the College.

The Ollie Cole Jones Scholarship Endowment — Mrs. Ollie Cole Jones, a native of Barbourville and a 1913 Union College alumna, has established a scholarship endowment in memory of Mrs. Ida Cole Hudson's son, John Randall Hudson, a first lieutenant in the Air Force and a casualty of World War II.

Professor and Mrs. Millard L. Jordan Scholarship — Established by Professor and Mrs. Millard L. Jordan of Lakewood, Ohio.

Roger and Sudie Karrick Endowed Scholarship Fund — Established by Mrs. Sudie Karrick in memory of her husband, Roger, for worthy individuals from Bath County, Ky., and surrounding areas.

KenTenVa Boat Club Scholarship — Established through a gift from the KenTenVa Boat Club. Organized in 1959 the club had members from Kentucky, Tennessee, and Virginia, hence the name.

Kentucky River Coal Corporation Scholarship — Provided through the generosity of the Kentucky River Coal Corporation, Lexington, Ky.

The Kilgore Endowed Scholarship — "Sometimes all it takes for a person to get a good education is a little help on the first step." The endowment has been funded by Dr. Shirley Kilgore Weber, a native of Corbin, Ky., and professor at Rutgers University.

Jeffrey W. Kronk Memorial Scholarship — Established by Mr. and Mrs. Walter F. Kronk of Huntsville, Ohio, in memory of their son, Jeffrey, who was enrolled at Union College from 1963 through 1967.

Verna Noe Landrum Memorial Scholarship — Established by Mr. John W. Landrum of Harrodsburg, Ky., in memory of his mother, Mrs. Verna Noe Landrum.

W.B. Landrum Memorial Scholarship — Given in memory of W.B. Landrum by his son, John W. Landrum of Harrodsburg, Ky.

Jesse D. and Nancy C. Lay Scholarship Endowment — Established by the family and friends of Jesse D. and Nancy C. Lay as a tribute to the couple's lifelong commitment to education.

Dr. Jean Letch Education Scholarship Endowment Fund — Established by an anonymous donor in honor of Dr. Jean Letch, Professor Emeritus of Education at Union. A portion of the interest will be used to purchase a plaque to be presented at Honor's Day to the outstanding education student of the year. It will be called the Dr. Jean Letch Education Award.

Dorothy Lucas Memorial Fund — Established in memory of Miss Dorothy Lucas, Registrar of Union College for many years and beloved friend of students.

Allie M. Mays Endowed Scholarship Fund — Established by Harold G. Mays in memory of his mother for students from Knox County and the surrounding area.

The Robert and Tilitha Meade Memorial Scholarship Fund — This fund has been endowed by Mrs. Nancy Meade Ford of Naples, Fla. Mrs. Ford attended Union College and is a native of Letcher County, Ky. She was a public school teacher for many years.

John and Minnie B. McGaffee Trust Fund — Dr. and Mrs. O.J. Wilson of Louisville, Ky., have established the John and Minnie B. McGaffee Trust Fund.

Drs. Robert and Gertrude McGuire Endowed Scholarship — Funded by Drs. Robert and Gertrude McGuire, graduates of Union College. Dr. Gertrude McGuire is a Union College trustee.

Gayle Miles Scholarship — An endowed scholarship has been established by friends and former students of the late Gayle Miles. Miss Miles taught at both Barbourville Elementary and Union College.

Vertie Ruth Norsworthy Endowed Scholarship — This scholarship fund was established through a bequest by the late Vertie Ruth Norsworthy.

Mr. and Mrs. Hiram H. Owens Memorial Scholarship — The late Mrs. Sampson B. Knuckles (Jean) and the late Mrs. Buford T. Clark (Eleanor) endowed this scholarship in memory of their parents, Mr. and Mrs. Hiram H. Owens. Mr. Owens was a well-known lawyer and Mrs. Owens (Georgia Black) was the daughter of James D. Black, a governor of Kentucky and a president of Union College. Mrs. Knuckles was a former Union College trustee.

The Frances L. Patridge Scholarship — Friends have endowed a scholarship in honor of the late Dr. Frances Patridge, a friend and employee of the College longer than any other faculty member, with over 40 years of service. Her last title was Associate Professor Emeritus of Health and Physical Education.

Emory Evan Peter Memorial Endowment — The late Mrs. Laura P. Dickey of Louisville, Ky., established this endowment fund in memory of her brother, Emory Evan Peter.

Ivan Pettys Scholarship Fund — Friends and family of the late Dr. Robert V. Pettys, Professor Emeritus of Business, have established this scholarship fund in honor of Dr. Pettys' father.

Wilma P. Poynter Trust — Established through a bequest from the estate of the late Wilma Pigg Poynter, a life-long Laurel County, Ky., resident and teacher who devoted her life to educational and musical pursuits. This trust will fund scholarships for deserving Laurel County students planning to attend Union College.

Donald Rankin Memorial Scholarship — Friends of Donald Rankin, a Union College student killed in Vietnam, have provided this scholarship.

Milton M. Ratner Foundation Scholarship and/or Student Loan Endowment — Provided through the generosity of the Milton M. Ratner Foundation, Southfield, Mich.

The Dr. H. Warren Robbins Scholarship — Mrs. Ruth Ann Payne Hicks, a 1972 Union graduate, former member of the Union College Board of Trustees, and Vice President of the Dual Machine and Tool Corporation of Indianapolis, Ind., has established this scholarship. Dr. Robbins served Union College for 35 years and was Dean of Graduate Academic Affairs for 15 years. He is presently Professor Emeritus of Education.

The Marvin Robbins Endowed Memorial Scholarship — An endowed scholarship established in memory of Mr. Marvin Robbins, a graduate of Union College.

Sue P. Rosenbalm Scholarship — Established by Mrs. Sue P. Rosenbalm of Ewing, Va., a 1949 Union College graduate.

Dr. and Mrs. Phillip A. Sharp Endowed Scholarship — Established through the generosity of Dr. and Mrs. Phillip A. Sharp of Newton, Mass.; both are Union graduates. Dr. Sharp, who is Head of the Department of Biology at Massachusetts Institute of Technology in Cambridge, Mass., was the co-recipient of the Nobel Prize in Medicine in 1993.

Sims Scholarship Fund — Established by Reverend and Mrs. Harry C. Sims of West View, Ky.

Catherine Faulkner Singer Memorial Scholarship — Initiated in honor of Catherine Faulkner Singer by her daughter, Marcia, her son, Donald, friends and alumni. Mrs. Singer was Director of Alumni Affairs from 1961 to 1978.

Cawood Smith Harlan County Scholarship — Provided through the generosity of Dr. Cawood Smith, an attorney formerly of Harlan County, Ky.

Dr. and Mrs. Charles B. Stacy Memorial Scholarship Fund — Established in memory of Dr. and Mrs. Charles B. Stacy of Pineville, Ky. Dr. Stacy was a long-time friend of Union College.

Margaret Carter Stacy Scholarship Fund — Endowed by Margaret Carter (Mrs. Cortis K.) Stacy of West Liberty, Ky. Mrs. Stacy is a strong United Methodist and has a deep interest in higher education.

Charles R. Steele Memorial Scholarship Fund — Martha Brittain Steele has established this scholarship as a memorial to her late husband, Charles R. Steele, a 1933 graduate of Union College.

Steele-Reese Foundation Endowed Scholarships — Provided through the generosity of the Steele-Reese Foundation of New York City.

Stevens Family Scholarship Fund — Established by Dr. and Mrs. Erland P. Stevens of Ashland, Ky. Dr. Stevens is Chairman Emeritus of the Union College Board of Trustees.

Fred R. Stevens Scholarship Endowment — Funds from the family of Fred R. Stevens, a former Union trustee, were used to establish this scholarship.

William S. Stewart and Lou Lyttle Stewart Endowed Scholarship Fund —Established in 1993 by William S. and Lou Lyttle Stewart of Pineville, Ky.

Lewis Ogden Stiles Endowment Fund —The late Mrs. Lewis Ogden Stiles of Waco, Texas, established this fund to memorialize her late husband, Lewis Ogden Stiles, and his first wife Pearl Long Stiles, both faithful United Methodists of Irvington, Ky.

Walter B. and Geraldine G. Sutton Memorial Scholarship Endowment — Provided by the daughters of Mr. and Mrs. Sutton: Carla Sutton Combs and Lynn Sutton Prichard.

Lytle and Dorothy Swope Scholarship — Dr. Samuel G. Swope of Louisville, Ky., a trustee of Union College, and F. William Swope of Elizabethtown, Ky., have established a scholarship endowment as a memorial to their parents.

Hulbert Taft, Jr., Memorial Scholarship — Mrs. Thomas C. Haydock, Sr., of Cincinnati, Ohio, has provided a scholarship endowment as a memorial to her late husband, Hulbert Taft, Jr.

The Dot Tatman Endowed Scholarships — Established by the Reverend Dr. Harold W. Tatman, Jr., a Union College trustee, in honor of his wife, Dot.

Teagle Foundation Appalachian Scholarships — Given by the Teagle Foundation of New York City. The foundation was established by Walter Clark Teagle, Rowena Lee Teagle, and Walter C. Teagle, Jr.

Edward Townsend Memorial Scholarship — The late Dr. Milton H. Townsend, former Vice President of Union College and Assistant to the President for External Affairs, endowed this scholarship in memory of his father.

The Milton H. Townsend Memorial Scholarship — This scholarship was established by Mrs. Betty Townsend, the family and friends of Dr. Milton H. Townsend. At the time of his death, Dr. Townsend had served Union College for 42 years in various capacities, the latest being that of Vice President for the College and Assistant to the President for External Affairs.

Allan Tuggle Scholarships — These scholarships were funded by Allan Tuggle, M.D., of Charlotte, N. C., an alumnus of Union College.

Harry C. and Hazel B. Viall Memorial Scholarship — This scholarship is provided by the generosity of Mrs. Viall and other friends and family members in memory of the Viall's prominent role in the Barbourville community. The annual scholarship goes to a needy, qualified student with preference given to an individual from Knox County.

Mr. and Mrs. O. H. Viall Memorial Scholarships — The family of Mr. and Mrs. O. H. Viall of Barbourville, Ky., has established a memorial scholarship fund at Union.

Robert E. and Ann Viall Endowed Scholarship — Established by Mr. and Mrs. Robert E. Viall of Barbourville, Ky. The late Mr. Viall was a Trustee Emeritus of Union College.

The Nevil and Ethel White Memorial Endowed Music Scholarship — This scholarship was given by family and friends of Dr. and Mrs. White. Mrs. White was a former member of the music faculty at Union College. Dr. White, her late husband, was a graduate of Union College and served as secretary of the Union College Board of Trustees for many years.

William M. Wilson Memorial Scholarship — The late Mrs. Eva Oldfield Wilson of Barbourville, Ky., established a scholarship fund in memory of her late husband.

Dr. C.R. Wimmer Endowed Chemistry Scholarship Fund — Established by Mrs. C.R. Wimmer and friends. Dr. Wimmer was Professor of Chemistry, Head of the Chemistry Department, and Director of the Department of Physical Sciences from 1932 to 1946. He was also Academic Dean at Union from 1934 to 1946.

Dr. Henry M. Zimmerman Scholarship — Provided by the late Dr. Henry M. Zimmerman of Pompano Beach, Fla.

Other Endowments

Russell M. Bennett Memorial Professor of Sociology Chair — Endowed in 1946 by Mrs. Helen Hunt Bennett.

The Cumberland Gap Genealogical Collection — This collection has been endowed by Dr. Robert M. Blake of Maysville, Ky., in memory of his late wife, Mrs. Noma Osborne Blake, who was a Barbourville native and a proponent of preserving the heritage of the mountain families of the tri-state area of Eastern Kentucky, Eastern Tennessee, and Southwestern Virginia. The collection is under the supervision of the Union College library staff and volunteers from the region.

Andrew and Emma Elizabeth Edinger Memorial Fund — This fund was established by the late Mr. Joseph Edinger in memory of his mother and father. The fund has been increased by other members of the family and the income designated for use in the maintenance of campus buildings.

James P. Faulkner Memorial Endowment — James P. Faulkner of Barbourville, Union College President from 1897 to 1905, gave property to the College, which was later sold. The income from this investment is used for salary support for a faculty member in philosophy.

The Raymond W. Gibson, Sr., Chapel Endowment — Mr. Raymond W. "Deacon" Gibson, Sr., of Danville, Ky., established an endowment at Union College in 1979 for the upkeep and maintenance of the Conway Boatman Chapel. His son, Raymond W. Gibson, Jr., served as Campus Minister at Union College from 1974 to 1979 and is currently a Union College trustee. The late Mr. Gibson, a prominent layman in the Kentucky Conference of the United Methodist Church, was a long-time friend of Union College.

Dr. Frank A. and Mrs. Eleanor Gilbert Biology Faculty Endowment — The late Dr. and Mrs. Frank A. Gilbert established a biology department endowment to augment the salaries of the biology faculty. The annual supplement will be in addition to regular salaries. Dr. Gilbert was Professor Emeritus of Biology at Union College.

The Charles M. and Mary D. Grant Faculty Endowment — The Charles M. and Mary D. Grant Foundation of New York City has provided an endowment for faculty development at Union College. The yield from this fund will support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1989.

The Margaret Voorhies Haggin Trust of New York City has contributed to the Union College Endowment Fund. The yield from this fund will support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1989. The trust contribution is in memory of the late James B. Haggin of Lexington, Ky.

Anna E. and John William Harris Memorial Fund — The late Dr. J. William Harris established a lectureship fund in memory of his sister, Anna E. Harris, and his father, John William Harris.

The William Randolph Hearst Foundation of New York City has established an endowment for faculty development at Union College. The yield from this fund will be used to support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1987.

The Ray C. Hensley Business Simulation Center Endowment — This has been established by Cavalier Construction, Inc., of Springfield, Ohio, as a memorial to Ray C. Hensley, the father of Pamela K. Hensley Shay, an alumna and faculty member at Union College. This was established in 1990.

The Kenneth G. Herrick Faculty Endowment — Kenneth G. Herrick of Tecumseh, Mich., has established a Faculty Development Endowment at Union College. The yield from this fund will support increased faculty salaries and professional advancement for the faculty. This endowment was established in 1986.

Charles and Leona Jennings Memorial Funds — Dr. Charles M. Jennings of Marietta, Ga., has established an endowment fund in memory of his parents, Charles and Leona Jennings, the income from which is to be used to provide an annual bonus to the head of the department of biology at Union College.

The Christian A. Johnson Endeavor Foundation Endowment for Faculty Development — The Christian A. Johnson Endeavor Foundation of New York City has established an endowment to support Union College's faculty enrichment program. The yield from the endowment will support professional growth opportunities for faculty members and increased faculty salaries. The endowment was established in 1992.

William Jones Endowment Fund — The late Mr. William Jones of Barbourville, Ky., established a fund, the income from which is designated for use by the music department to purchase recordings and musical scores.

Jeffrey Kronk Memorial Endowment — This endowment, established by the Senior Class of 1967, in memory of Jeffrey Kronk, a member of that class, will assist in purchasing books for Union College's Lincoln-Civil War Collection.

Francis Landrum Memorial Professor of Religion and Philosophy — The late Mrs. Obed J. Wilson established the Francis Landrum Memorial Professorship through a bequest in 1927.

Melanie Jean Martin Trust Fund — Dr. and Mrs. O. J. Wilson, of Bowling Green, Ky., have established a memorial fund in memory of their granddaughter. The income from this fund is used to purchase library books to support the work of the English department.

Pearl Sinnett Meyer Memorial Fund — The Rev. Dr. Jesse I. Meyer has established an endowment fund in memory of his wife, Mrs. Pearl Sinnett Meyer. The income of this fund is designed for the purchase of books for the Union College library.

The Mahlon A. and Laura J. Miller Lectures — President Emeritus and Mrs. Mahlon A. Miller have established a lectureship endowment to bring to the campus from time to time distinguished persons to lecture on the general theme, Science and/or Technology, and Christian Doctrine and/or Values.

Birg Sergent Endowment Fund — This fund was established through an insurance policy given to Union College by Mr. Birg Sergent. The proceeds of the policy at maturity will be used to fund an endowed chair in history. Mr. Sergent is from Pennington Gap, Va., a 1957 graduate of Union, and is a member of the college's Board of Trustees.

The Teagle Foundation Faculty Development Endowment Fund — The Teagle Foundation of New York City has established an endowment to support Union College's faculty enrichment program. The yield from this fund will be used to support faculty salary increases and professional development opportunities for faculty members. The foundation was established by Walter Clarke Teagle, Rowena Lee Teagle and Walter C. Teagle, Jr.

Allan Tuggle Endowment Fund — Allan Tuggle, M.D., of Charlotte, N. C., an alumnus of Union College, has established a fund, which may be augmented from time to time, the income from which is designated for scholarships, awards, and instructional support in mathematics and physics.

Willson-Gross Lectures — The late Dr. and Mrs. James Willson of Floydada, Texas, established a lectureship endowment in memory of Dr. and Mrs. John Owen Gross. The purpose of the lectures is to bring annually to the campus distinguished speakers to discuss vital issues confronting the Christian student.

Colutha J. Taylor Wright Memorial Fund — The late Mr. J. S. Wright of Whitley City, Ky., established an endowment fund in memory of his wife, Mrs. Colutha J. Taylor Wright.

Academic Calendar 2000-20001

Fall Semester, 2000

August 25, Friday	Residual ACT Test — 8:00 a.m.—CH 110—$25.00 fee
August 25, Friday	Residence halls open at 10:00 a.m. for new students only; First meal for new students is evening dinner
August 26, Saturday	Welcome weekend for new students continues
August 27, Sunday	Welcome weekend for new students continues; residence halls open for returning students at 10:00 a.m.
August 28, Monday	**Registration Confirmation for NEW and RETURNING** Undergraduate Students—9:00 a.m.-5:00 p.m. Fall orientation, advising, and registration—9:00 a.m. for new undergraduate students not previously registered Advising and registration for returning undergraduate students not previously registered **Graduate Registration until 5:30 p.m.** **ACADEMIC CENTER OPEN HOUSE MONDAY EVENING, Specific time TBA**
August 29, Tuesday	Classes begin Continued undergraduate registration confirmation—12:00-5:00 p.m. Graduate Registration until 5:30 p.m.
August 30, Wednesday	Continued undergraduate registration confirmation—12:00-5:00 Graduate Registration until 5:30 p.m.
August 31, Thursday	Graduate Registration until 5:30 p.m.
September 4, Monday	Labor Day—no classes
September 4-8	Constitutes the first week for refund purposes
September 7, Thursday	Fall Convocation (required attendance by all full-time students); 9:30 a.m. — Conway Boatman Chapel
September 8, Friday	Last day for schedule changes
October 13-14	Homecoming Weekend
October 14, Saturday	Dedication of Academic Center 10:00 a.m.
October 16, Monday	Last Day to apply for May 2001 graduation
October 18-19	Mid-semester Examinations (classes meet on regular schedule)
October 20-21	Undergraduate Mid-semester grades due by 4:00 p.m. Friday Mid-semester weekend; no classes Friday and Saturday
October 23, Monday	Classes resume

October 27, Friday	Undergraduate Mid-term grades available in advisers' offices
November 8, Wednesday	Last day to elect credit/fail option Last day to withdraw from a course with a grade of "W"
November 21, Tuesday	Day and Evening classes meet on regular schedule
November 22-25	Thanksgiving vacation—no classes Wednesday, Thursday, Friday, and Saturday; last meal is evening dinner
November 22, Wednesday	Residence halls close at 9:00 a.m.
November 26, Sunday	Residence halls re-open at 12:00 Noon; first meal is evening dinner
November 27, Monday	Classes resume
December 5, Tuesday	Last day of fall semester day classes
December 6, Wednesday	Reading Day—no day classes Last evening of fall semester night classes Last day to pre-register for spring semester
December 7-12	Final Examinations
December 12, Tuesday	Last meal for semester is evening dinner
December 13, Wednesday	Final grades for fall semester are due by 12:00 Noon Residence halls close at 9:00 a.m.

Spring Semester, 2001

January 5, Friday	Residual ACT Test—8:00 a.m.—CH 110—$25.00 fee
January 7, Sunday	Residence Halls open at 12 Noon; first meal is evening dinner
January 8, Monday	Registration Confirmation for NEW and RETURNING Undergraduate students—9:00-5:00 Advising and registration for returning undergraduate students not previously registered 9:00 a.m.—Orientation, advising, and registration for new undergraduate students
January 9, Tuesday	Classes begin Continued undergraduate registration Confirmation—12:00-5:00 p.m. Graduate Registration until 5:30 p.m.
January 10, Wednesday	Undergraduate registration Confirmation—12:00-5:00 p.m. Graduate Registration until 5:30 p.m.
January 11, Thursday	Graduate Registration until 5:30 p.m.
January 15, Monday	Martin Luther King Day—No day classes; Night classes meet on regular schedule Graduate Registration until 5:30 p.m.
January 15-19	Constitutes the first week for refund purpose
January 16, Tuesday	Martin Luther King Commemoration—9: 30 a.m.—Conway Boatman Chapel
January 18, Thursday	Last day for schedule changes Last day to register for spring semester
January 26, Friday	Last day to apply for August 2001 graduation
February (TBA)	Annual Phonathon
February 19, Monday	Presidents' Day—No day or night classes
February 28-March 1	Mid-semester examinations (classes meet on regular Wednesday, Thursday schedule)
March 2, Friday	Mid-semester Weekend—no classes Friday Undergraduate grades due in Registrar's Office by 4:00 p.m. Residence Halls will stay open
March 3, Saturday	Graduate classes meet
March 5, Monday	Classes resume
March 7, Wednesday	Undergraduate Mid-term grades available in advisers' offices

March 9, Friday	Undergraduate Spring Break begins at 4:00 p.m. Last meal served is evening dinner
March 10, Saturday	Residence Halls close at 9:00 a.m. Saturday classes meet on regular schedule Spring Break begins at Noon for graduate students
March 18, Sunday	Residence Halls open at 12:00 Noon; first meal served is evening dinner
March 19, Monday	Classes resume
March 29, Thursday	Assessment Day; No day classes Evening classes meet on regular schedule
April 2, Monday	Last day to elect credit/fail option Last day to withdraw from a course with a grade of "W"
April 13-14	Easter vacation; no classes on Friday and Saturday
April 16, Monday	Classes resume
April 19, Thursday	Honors Convocation; 9:30 a.m. — Conway Boatman Chapel; Faculty march in Academic Regalia
April 25, Wednesday	Reading Day—no day classes; Night classes meet on regular schedule Last day to pre-register for May, summer, and/or fall sessions
April 26-May 1	Final Examinations
May 1, Tuesday	Last meal served for semester is evening dinner
May 2, Wednesday	Grades due for spring semester by noon Residence halls close for non-graduates at 12:00 noon
May 6, Sunday	Baccalaureate, 9:00 a.m. Commencement, 11:00 a.m. Residence Halls close for graduates at 5:00 p.m.

May Interim, 2001

May 6, Sunday	Residence halls open at 10:00 a.m. for May term students; dining hall open Mondays through Fridays
May 7, Monday	Registration for May Interim. Classes begin on regular schedule. Graduate registration until 5:00 p.m.
May 8, Tuesday	Last day to register for May Interim. Last day for schedule changes.
May 11, Friday	Last day to elect credit/fail option. Last day to withdraw from a course with a grade of "W"
May 19, Saturday	New student orientation and registration for fall semester
May 25, Friday	Final examinations Students not registering for first summer session classes must check out of residence halls by 4:00 p.m. Last meal — Lunch
May 29, Tuesday	Final grades due by noon

Summer 2001 - First Session

May 27, Sunday	Residence halls open at 10:00 a.m. for summer class students; Dining hall open Monday through Thursday
May 28, Monday	Memorial Day Observed; No advising, registration nor classes
May 29, Tuesday	Advising and Registration Students may register for both summer sessions Classes begin on regular schedule Graduate Registration until 5:30 p.m.
May 30, Wednesday	Last day for schedule changes Last day for undergraduate and graduate registration for first summer session

June 13, Wednesday	Last day to elect credit/fail option Last day to withdraw from a course with a grade of "W"
June 23, Saturday	New student orientation and registration for fall semester
June 28, Thursday	Final examinations Students not registering for second summer session must check out of residence halls by 4:00 p.m. Last meal — Lunch
June 29, Friday	Final grades due by noon

Summer 2001 - Second Session

July 1, Sunday	Residence Halls open at 10:00 a.m.; dining hall open Monday through Thursday
July 2, Monday	Advising and registration Classes begin on regular schedule
July 3, Tuesday	Last day for schedule changes Last day for undergraduate and graduate registration for second summer session
July 19, Thursday	Last day to elect credit/fail option Last day to withdraw from a course with a grade of "W"
July 20, Friday	New student orientation and advance registration for fall
August 2, Thursday	Final examinations Residence halls close at 4:00 p.m. Last meal — Lunch
August 3, Friday	Final grades due by noon

Residence halls will not close during the period from the end of Spring Semester through Summer II. Food service, however, will not be provided during the short periods between these terms.

NOTE: Unforeseen circumstances may require that dates be changed. Notice of any change/s will be made promptly.

The Faculty

***Eleanor Agee**, Instructor of Business (1998)*
B.S., M.A., Eastern Kentucky University

***Kenneth N. Alford**, Associate Professor of Mathematics (1984)*
B.S., Texas A & M University; M.S., New Mexico Highlands University

***Paula J. Allen**, Associate Professor of Business Administration (1975)*
B.S., Cumberland College; M.A., Union College

***William E. Bernhardt**, Dean of Graduate Academic Affairs; Professor of Education (1987)*
B.A., M.A., Glassboro State College; D.Ed., The Pennsylvania State University

***William Briggs**, Instructor of Health & Physical Education, Assistant Head Football Coach (1999)*
B.S., University of Oregon; M.S., Wayne State University

***Cheryl A. Brown**, Instructor of Accounting (1983)*
B.S., Union College; M.B.A., University of Kentucky; C.M.A.

***Joni L. Caldwell**, Professor of Psychology; Coordinator of the Counseling Program (1990)*
B.A., Constantin College of Liberal Arts; M.A., Ph.D., Braniff Graduate School, University of Dallas

***Robert E. Chandler, Jr.**, Professor of Biology (1989)*
A.B., Ripon College; Ph.D., Johns Hopkins University

***Margaret D. Combs**, Assistant Professor of Accounting (1995)*
B.S., M.A., Eastern Kentucky University; Master of Accountancy, University of Kentucky; C.P.A.

***Tara L. Cooper**, Associate Professor of Library Science; Chair, Department of Library and Learning Resources (1987)*
B.S., M.S., Eastern Kentucky University; M.S.L.S., University of Kentucky

***Daniel J. Covington**, Professor of Biology; Chair, Department of Natural Sciences; Alternate Faculty Trustee 2000-2003 (1989)*
B.S., M.S., Tulane University; Ph.D., Texas A & M University

***L. James Cox**, Associate Professor of Sociology; Chair, Department of Social and Behavioral Sciences (1974)*
B.A., Cumberland College; M.S.S.W., Kent School of Social Work, University of Louisville

***Debora L. D'Anna**, Assistant Professor of Health and Physical Education; Head Women's Basketball Coach; Chair, Department of Health and Physical Education (1992)*
B.A., Berea College; M.A., Eastern Kentucky University

***Jeffrey Darrow**, Assistant Professor of Mathematics (1998)*
B.S., Bloomsburg University; M.S., Shippensburg University; D.A., Idaho State University

***Stephen C. Everly**, Associate Professor of Chemistry (1995)*
B.S., United States Naval Academy; Ph.D., University of Idaho

***James R. Garrett, Jr.**, Professor of English; Director of Assessment (1989)*
B.S., University of Alabama; B.S., M.A., University of Montevallo; Ph.D., Auburn University

John A. Gould, Assistant Professor of Business (1999)
B.S., Louisiana State University; M.A., California State University; Ph.D. ,George Mason University

***Peggy Powell-Gray**, Associate Professor of Special Education (1998)*
B.S., M.S., Indiana State University; Ed.D., Indiana University

***William F. Henshaw**, Associate Professor of Physics (1993)*
B.S., West Virginia Institute of Technology; M.S., Purdue University; Ph.D., University of Virginia

***Ella Kay Hensley**, Professor of Economics (1984)*
B.A., M.A., M.A.M.R.D., Ph.D., University of Florida

***Larry Inkster**, Professor of Health and Physical Education (1973)*
B.S., M.A., Union College; M.S., Eastern Kentucky University; Ed.D., University of Kentucky

***Charles Jones**, Assistant Professor of Instructional Technology (1998)*
B.S., M.S., University of Akron; Ph.D., Kent State University

***Freida Kalb**, Associate Professor of Graduate Education (1995)*
B.A., M.A., George Peabody College for Teachers; Ph.D., University of Tennessee

***Mary Alice Lay**, Associate Professor of Education (1961)*
B.S., M.A., University of Kentucky

***Van Michael Leslie**, Professor of History; Chair, Department of History, Religion, Philosophy and Ancient Languages (1991)*
B.A., Pikeville College; M.A., Ph.D., University of Kentucky

***Christine A. Marley**, Associate Professor of Speech Communication (1994)*
B.S., M.A., Ball State University; Ph.D., University of Oklahoma

***Thomas J. McFarland**, Professor of Music; Chair, Department of Music and Fine Arts (1985)*
B.M., Union College; M.M., University of Akron; Ph.D., Kent State University

***Kathleen S. Miles**, Assistant Professor of Library Science (1990)*
B.A., Millsaps College; M.S.L.S., Florida State University

***Vernon G. Miles**, Vice President for Academic Affairs; Professor of English (1988)*
B.A., Belhaven College; M.A., Ph.D., University of Arkansas

***Donald R. Mussleman**, Associate Professor of Graduate Education (2000)*
A.A., Monterey Peninsula College; B.S., East Tennessee State University; M.Ed., Ed.D, Virginia Tech.

***Rebecca A. Pettys**, Professor of Drama and Speech (1984)*
B.A., Berea College; M.A., Northwestern University; Ph.D., Indiana University

***Dennis R. Rader**, Associate Professor of Education (1999)*
B.A., Oberlin College; Ed.D., University of Massachusetts

***James C. Raymondo**, Professor of Sociology (1988)*
B.A., M.A., Ph.D., University of Tennessee

***Catherine Roan**, Assistant Professor of Communication (1998)*
B.A., Rhodes College; M.A., University of Missouri

***C. Ronald Rosenstiel**, Professor of Sociology (1984)*
B.A., M.S., M.A., Ph.D., University of Kentucky

***Pamela Shay**, Assistant Professor of Business, Chair, Department of Business (1997)*
B.A., Union College; M.B.A., Eastern Kentucky University

***Randall C. Sheets**, Professor of Music (1985)*
B.M., Birmingham-Southern College; M.M., D.M.A., University of Illinois

***Vera Lynn Sheets**, Associate Professor of Education; Faculty Trustee 2000-2003 (1985)*
B.A., Converse College; M.A., University of Illinois

***Russell B. Sisson**, Associate Professor of Religion and Philosophy; Head Men's Golf Coach (1997)*
B.A., Rhodes College; M.Div., Yale University; Ph.D., Emory University

***Jimmy Dean Smith**, Associate Professor Of English, (2000)*
B.A., University of South Carolina at Spartanburg; M.A., Hollins College; Ph.D., University of South Carolina

***Carrie C. Stephenson**, Associate Professor of Library Science (1987)*
B.A., M.A., Brigham Young University; M.S.L.S., University of Kentucky

***Robert W. Swanson**, Professor of Graduate Education (1980)*
B.S., Purdue University; M.S., Indiana University Northwest; Ed.D., Indiana University

***John C. Taylor**, Professor of History (1980)*
B.A., Juniata College; J.D., Duke University; M.A., Ph.D., Pennsylvania State University

***Deborah J. Thompson**, Assistant Professor of Appalachian Studies; Director of the Appalachian Semester (1991)*
B.A., Hampshire College; M.A., Appalachian State University

***Bradford Timbers**, Assistant Professor of Criminal Justice (1999)*
A.B. Cornell University; J.D. Albany Law School

***Noriko Tsuchiya**, Assistant Professor of Music (2000)*
B.M. Peabody Conservatory of the Johns Hopkins University

***Steven Turner**, Associate Professor of Education; Chair, Department of Education (1998)*
B.S., M.S., Ed.D., Oklahoma University

***Andelys Wood**, Professor of English; Chair, Department of English, Communication and Modern Languages (1977)*
A.B., Middlebury College; Ph.D., Indiana University

Faculty Emeriti

***Erwin S. Bradley**, Professor Emeritus of History and Political Science*
B.S., Juniata College; M.A., University of Michigan; Ph.D., Pennsylvania State University

***Dianne R. Ferris**, Professor Emeritus of English*
B.A., University of Minnesota; M.A., Ph.D., University of Washington

***Allan E. Green**, Associate Professor Emeritus of Music*
A.A.M., Grand Rapids Junior College; B.M.E., Western Michigan University; M.M., Indiana University; D.H.L., Union College

***Arthur H. Hafner**, Professor Emeritus of Education*
A.A., Green Mountain College; Ph.B., Muhlenberg College; M.A., Lehigh University; Ed.D., Teachers College, Columbia University

***W. Gordon Marigold**, Professor Emeritus of Languages*
B.A., University of Toronto; M.A., Ohio State University; Ph.D., University of Toronto

***Deril K. Mays**, Professor Emeritus of Psychology*
B.S., Union College; M.A., University of Kentucky; Ed.D., University of Tennessee

***Paul S. Moore**, Professor Emeritus of Health and Physical Education*
B.A., Union College; M.S., University of Tennessee; Ed.D., University of Alabama

***Marshall E. Rasnake**, Professor of Graduate Education (1990)*
B.S., University of Tennessee; M.A., Teachers College, Columbia University; Ed.S., University of Tennessee; Ed.D., Memphis State University

***H. Warren Robbins**, Professor Emeritus of Education*
B.S., Eastern Kentucky State College; M.A., George Peabody College; Ed.D., University of Tennessee

***Virginia B. Saddler**, Associate Professor Emeritus of Library Science*
B.A., Cornell College; B.S., M.S., University of Illinois

Administration and Staff

Executive Leadership Team

***David C. Joyce**, President of the College (1996)*
B.A. Pfeiffer College; M.Div., Yale University; M.S., North Carolina State University; Ed.D., Vanderbilt University

***Jodie K. Barnes**, Vice President for Advancement (1997)*
B.A., The Ohio State University

***Edward H. Black**, Vice President for Planning & Human Resources (1964)*
B.A., M.A., D.H.L., Union College

***Steven E. Hoskins**, Vice President for Business Affairs (1990)*
B.S., Union College; M.B.A., Eastern Kentucky University

***Lisa Jordan-Payne**, Vice President for Student Life, Director of Bonner Scholars Program (1991)*
B.A., M.A., Union College

***Vernon G. Miles**, Vice President for Academic Affairs, Dean of the Faculty (1988)*

***Joretta Nelson**, Vice President for Enrollment Management (2000)*
B.A., University of California Los Angeles; M.M., California State University

Office of the President

***David Joyce**, President (1996)*

***Edward de Rosset**, Assistant to the President (1985)*
B.A., Berea College; M.A., Eastern Kentucky University

***Margaret Senters**, Administrative Assistant (1981)*

Office of Academic Affairs

***Vernon G. Miles**, Vice President for Academic Affairs and Dean of the Faculty (1988)*

***Janet Tarry**, Associate Academic Dean (1979)*
B.A., University of Louisville; M.A., Murray State University

***Sharon Sproule**, Administrative Assistant (1990)*

Graduate Academic Affairs

***William Bernhardt**, Dean of Graduate Academic Affairs (1987)*

***Theda Johnson**, Secretary (1998)*

***Kathy Valentine**, Secretary (1998)*

Registrar

***Kathy Webb**, Registrar (1998)*
B.A., Eastern Kentucky University

***Karen Inkster**, Assistant Registrar (1976)*
B.S., M.A., Union College

***Daphine Keith**, Secretary (1981)*
B.S., Union College

Special Programs

***Delisa Estes**, Coordinator (1998)*
B.S., M.A., Union College
***William Butler**, Upward Bound Assistant Coordinator (1996)*
B.S., Union College
***Sharee Smith**, Assistant Coordinator of Student Support Services (2000)*
B.S., University of South Carolina
***Ingrid Washington**, Education Specialist (1999)*
B.S., Union College
***Liz West**, Upward Bound Tutor Counselor (1998)*
B.S., Eastern Kentucky University
***Elizabeth Harris**, Secretary (1969)*

Office of Admission and Financial Aid

***Joretta Nelson**, Vice President for Enrollment Management (2000)*
***Andre Washington**, Director of Admission and Financial Aid Operations (1999)*
B.A., Union College

Admission

***Billy Hensley**, Admission Counselor (1999)*
B.A., Union College
***Trent Pool**, Admission Counselor/Church Relations (1999)*
B.A., Union College
***Reginald Sutton**, Admission Counselor (2000)*
B.S., Union College
***Lori Vallotton**, Admission Counselor (1999)*
B.A., M.A., Morehead State University
***Connie Swanson**, Administrative Assistant for Applications and Data (1980)*
***Laurann Miles**, Administrative Assistant for Student Recruitment (1999)*

Financial Aid

***Sue Buttery**, Assistant Director (1989)*
B.S., Union College
***Londa Sowders**, Coordinator of Current Students (1996)*
***Betty Gray**, Administrative Assistant (1994)*

Office for Advancement

***Jodie Barnes**, Vice President for Advancement (1997)*
***Lisa Miles-Harris**, Campaign Coordinator (2000)*
B.A., Belmont University
***Jay Stancil**, Assistant Director of Public Relations (1999)*
B.A., Carson-Newman College
***Denise Wainscott**, Director of Alumni Relations (1999)*
B.S., M.A., Union College
***Tracey Young**, Director of Public Relations (1998)*
B.A., Otterbein College
***Glenda Schilt**, Administrative Assistant (1999)*
***Kathleen Crossen**, Alumni and Public Relations Secretary (1999)*

Office of Business Affairs

***Steven E. Hoskins**, Vice President for Business Affairs (1990)*
***Steven Mills**, Assistant Controller (1998)*
B.S., Union College
***John Payne**, Loans and Collections Officer/ Employee Benefits Director (1993)*
A.A.S., Waterson College; B.S., Union College
***Bobbie Doolin**, Bookstore Manager, Post Office Supervisor (1991)*
***Nona Welch**, Postal Clerk (1991)*
***Gina Witt**, Business Operations Assistant (1999)*

Office for Planning and Human Resources

***Edward H. Black**, Vice President for Planning and Human Resources (1964)*
***Tara Cooper**, Director of Learning and Information Services (1986)*
***David Nelson**, Athletic Director (2000)*
B.A., Covenant College; M.A., San Diego State University
***James Sproule**, Director of Physical Plant (1990)*

Athletics

***David Nelson**, Director (2000)*
***Helio d'Anna**, Assistant Director, Head Men's Soccer Coach (1993)*
B.S., B.A., University of Campinas; M.A., Union College
***William Briggs**, Assistant Head Football Coach (1999)*
***Debora L. D'Anna**, Head Women's Basketball Coach (1992)*
***Adriano de Souza**, Head Women's Volleyball Coach (1992)*
B.S., University of Campinas
***Brian Evans**, Head Men's Basketball Coach (1990)*
B.A., Covenant College; M.A., Frostburg State University

***Brett Hand**, Head Athletic Trainer (1999)*
B.S., East Tennessee State University; M.A., Furman University
***Brian Hill**, Head Football Coach (1996)*
B.S., Glenville State College
***Larry Inkster**, Head Women's Golf Coach (1973)*
B.S., M.A., Union College; M.S., Eastern Kentucky University;, Ed.D., University of Kentucky
***Christopher D. Konns**, Head Women's Soccer Coach (1999)*
B.A., Mars Hill College
***Allen M. Larsen, Jr.**, Assistant Athletic Trainer (1999)*
B.S., SUNY-Brockport; M.S., Ohio University
***Charles Mitchell**, Assistant Men's Basketball Coach, Facilities Manager (1999)*
B.S., Union College
***Michelle Moor**, Head Women's Softball Coach (1999)*
B.S., Lincoln Memorial University
***Matt Powenski**, Assistant Football Coach (1997)*
B.S., Glenville State College
***Tom Reid**, Assistant Football Coach (1998)*
B.S., Glenville State College; M.A., Union College
***Russell Sisson**, Head Men's Golf Coach (1997)*
***James Sproule**, Mountain Biking Coach (2000)*
***Darin Wilson**, Head Baseball Coach (1998)*
***Robert Winfrey**, Assistant Men's and Women's Soccer Coach (1998)*
B.A., Christian Brothers University
***Lana Gray**, Secretary (1999)*

The Bennett Center of London

***Elaine Ozment**, Acting Coordinator of Degree Completion Program (2000)*
B.S., Cumberland College; M.Div., Ph.D., Southern Baptist Theological Seminary
***Judy Strickler**, Administrative Assistant (1998)*
***Anita McMurray**, Secretary (1999)*

Community and Wilderness Experience

***Andy Messer**, Outdoor Programs Director (1998)*
B.S., Union College; M.A., University of Louisville

Library and Learning Resources

***Tara Cooper**, Head Librarian, Chair, Department of Library and Learning Resources*
***Quetha Boles**, Library Technician and Administrative Assistant (1988)*
***Billie Daniels**, Circulation Assistant (1999)*
***Bobbie Hamilton**, Library Assistant (1989)*
***Charles Jones**, Information Technologist (1998)*
***Kathleen Miles**, Technical Services Librarian (1989)*
***Bruce Miracle**, Documents Assistant (1995)*
B.A., M.A., Eastern Kentucky University
***Renee Moore**, Circulation Assistant (1997)*
***Carrie Stephenson**, Reference and Public Services Librarian (1984)*

Networking and Communications

***Rodney Edwards**, Network Support Technician (1999)*

***Tommy W. Hall**, Network Manager (1996)*
A.A.S., Ohio Institute of Photography and Technology
***Jason Middleton**, User Support Technician (1997)*
B.S., Union College

Administrative Systems

***Ellen Hensley**, Application Specialist (1995)*
B.S., Union College
***Dennis Liford**, Application Specialist (2000)*
B.S., Eastern Kentucky University
***Karma Nichols**, Administrative Support Technician (1996)*
A.A., A.A., Clark State University

Life Learning Program

***Pamela Shay**, Director (1997)*
***Mona Powell**, Coordinator (1998)*
B.S., Eastern Kentucky University
***Melanie Monroe**, Learning Specialist (2000)*
B.S., Union College

Physical Plant and Campus Safety

***James Sproule**, Director (1990)*
***William Gray**, Assistant Director (1975)*
***Janice Poff**, Secretary (1998)*

Office of Student Life

***Lisa Jordan-Payne**, Vice President for Student Life, Director of Bonner Scholars Program (1991)*
***Eric A. Williams**, Associate Dean of Students (1999)*
M.S., Miami University; M.A., University of Wyoming; A.B., Kenyon College
***Rachel Lewis**, Operations and Activities Coordinator (1999)*
B.S., Union College
***Lee Ann Luxenberger**, Director of Common Partners, Coordinator of Bonner Scholars (2000)*
B.A., DePauw University
***Barbara A. Teague**, Administrative Assistant (1985)*
***Kim Teague**, Switchboard Operator (1997)*

Presidents Emeriti

Mahlon A. Miller *(1959-1982)*

Jack C. Phillips *(1983-1996)*

Board of Trustees

OFFICERS OF THE BOARD

Thomas C. Clark, M.B.A.
Chairman
Carl A. Pecko, Jr., M.B.A.
Vice Chairman
Gertrude M. McGuire, Ed.D.
Secretary
Jerry W. Carey, B.S.
Chairman Emeritus
Erland P. Stevens, Jr., LL.D.
Chairman Emeritus
Randall A. Stivers, B.S.
Chairman Emeritus

EX OFFICIO MEMBERS

Bishop Robert C. Morgan, D.D.
Louisville, KY
David C. Joyce, Ed.D.
Barbourville, KY
Steven E. Hoskins, M.B.A.
Barbourville, KY

TRUSTEE EMERITI

W. Arvil Allen, D.Min.
Louisville, KY
Robert L. Anderson, D.D.
Wilmore, KY
John C. Brinson, D.D.
Louisville, KY
Billy Joe Cox, D.D.
Louisville, KY
R. Walton Gardner, D.D.
Lexington, KY
Raymond W. Gibson, Jr., D.Min.
Lexington, KY
James E. Parker, Jr., M.D.
Louisville, KY
Homer C. Rice, Ph.D.
Atlanta, GA
Randall A. Stivers, B.S.
Corbin, KY
Harold W. Tatman, Jr., D.D.
Louisville, KY
William R. Triplett, D.Com.
Tucson, AZ
Ralph G. Wesley, D.D.
Somerset, KY

AT-LARGE MEMBERS

William H. Ball, Jr., A.B.
Browns Summit, NC
Nancy E. Blair, J.D.
Stamford, CT
James H. Burnaw, A.B.
Roswell, GA
Jerry W. Carey, B.S.
Barbourville, KY
Thomas C. Clark, M.B.A.
New York, NY
S. Ray Colclough, B.A.
Walland, TN
Gwendolyn C. Collins, B.S.
Lexington, KY
Roger D. Collins, B.D.
Lexington, KY
Albert D. Graham, Jr., Ph.D.
Carneys Point, NJ
David A. Jones, B.S.
Atlanta, GA
Jeanette B. Ladenburger, M.S.
Corbin, KY
Dwight O. Miller, Ph.D.
Blountville, TN
Maxine Stanley Murdoch, Ph.D.
Ardmore, PA
Rick H. Pack, Sr., M.D.
Louisville, KY
Kenneth L. Ramsey, B.S.
Nicholasville, KY
T. Stephen Rhodes, B.S.
Corbin, KY
James D. Rickard, B.B.A.
Corbin, KY
Birg E. Sergent, J.D.
Pennington Gap, VA
Leonard F. Shetler, Jr., B.S.
Copley, OH
William R. Strong, B.S.
Hazard, KY
Peggy Wallace, M.S.
Barbourville, KY

ALUMNI MEMBERS

Paul F. Isaacs, J.D.
Frankfort, KY
Annette Reed, B.S.
Smyrna, GA

KENTUCKY CONFERENCE

Margaret E. Adams, A.B.
Hazard, KY
Barry K. Carpenter, D.Ed.
Barbourville, KY
Donald W. Durham, D.D.
Lexington, KY
W. Patrick Hauser, J.D.
Barbourville, KY
Gertrude M. McGuire, Ed.D.
Cynthiana, KY
Roger C. Newell, M.Div.
Louisville, KY
R. Edward Parsons, B.A.
Harlan, KY
Carl A. Pecko, Jr., M.B.A.
Ashland, KY
Roy L. Pulliam, Jr.
Hazard, KY
Robert C. Rice, D.D.
Madisonville, KY
Erland P. Stevens, Jr., LL.D.
Ashland, KY
E. Ray Throckmorton, D.D.
Versailles, KY
Benny J. Wilson, D.M.D.
Barbourville, KY
Cecil H. Wilson, LL.D.
Barbourville, KY

FACULTY TRUSTEE

Vera Lynn Sheets, M.A.
Barbourville, KY
Daniel Covington, Ph.D. (alternate)
Barbourville, KY

STUDENT ASSOCIATE TRUSTEES

Nyrone Louis
Scarborough, Trinidad and Tobago
Kirsten Wathen
Flaherty, KY

Index

Academic Advising 21
Academic Amnesty and Academic Failure 15
Academic Calendar 11, 122
Academic Computing 22
Academic Honesty 15
Academic Probation 14
Academic Resource Center 21
Academic Scholarships 113
Academic Services 21
Accounting, Courses in 34
Address and I.D. Requirements 102
Administration and Staff 128
Administrative Computing 22
Admission 103
  Advanced Placement 106
  GED Acceptance 106
  of International Students 105
  Procedures 103
  Requirements, undergraduate 103
  to Student Teaching, Requirements 41
  to Teacher Education Program 41
Advanced Placement 106
Ancient Languages, Courses in 72
Anthropology, Courses in 91
Appalachian Semester 28, 99
Appalachian Studies 27, 98
Applied Music 80
Area in English 53
Area in Social Studies 49
Art, Courses in 75
Assessment Day 18
Athletic Training 61
Athletics 101
Attendance 12

Behavioral Sciences 91
Bennett Center of London, Inc. 23
Biology, Courses in 83
Board of Trustees 131
Business Administration, Courses in 35
Business, Degree Programs in 31
Business, Department of 31
Business Education, Courses in 36

Calendar of the College Year (2000-01) 122
Campus Housing 102
Career Counselor 21
Career Planning and Placement Services 21
Chemistry, Courses in 85
Christian Education, Degree in 74
Church Music, Courses in 80
Class Attendance 12
Classification of Students 13
College Expenses 107
College-Level Examinations Program (CLEP) 15
Combined Degrees 19
Communication, Courses in 55
Community Education 23
Community Outreach 28
Computer Assisted Instruction 21
Computer Information Systems, Courses in 37
Concurrent Admission Program (ConAP) 27
Convocations 18
Core Requirements 29
Core Values 7
Correspondence Courses 17
Counseling Services 102
Course Load 11
Course Numbering System 12
Credit by Examination 16
Credit/Fail Option 13
Criminal Justice, Courses in 92

Degrees
  Associate of Applied Science/Science 26
  Bachelor of Arts 27
  Bachelor of Music 77
  Bachelor of Science 27
  Combined 19
  Table of 25
  with Distinction 20
Disability Accommodations 11
Dishonesty, Academic 15

Early Start Senior Summer Program 106
Economics, Courses in 93
Education
  Courses in 46
  Curricula in 42
  Department of 39
Employment
  Work-Study 112
Endowed Scholarships 114
Endowments 119
English, Communication, and Modern Languages, Department of 51
English, Courses in 53
Ensembles (Music) 81
Entrance Tests 105
Environmental Studies, Courses in 86

Examinations and Reports of Marks 14
Expenses
  Graduate 107
  May Interim 108
  Other 108
  Summer Session 108
  Undergraduate 107
Experiential Education 17

Faculty 126
Faculty Emeriti 128
Family Educational Rights and Privacy Act 19
Fees 108
Financial Assistance 111
French, Courses in 56
Freshman Seminar 11

GED Acceptance 106
General Science, Courses in 86
Geography, Courses in 94
Goals for General Education 8
Grade Appeal 14
Grading System 13
Graduation Requirements 18
Grants
  Kentucky Tuition 112
  Pell 112
  Supplemental Educational Opportunity (SEOG) 112

Health and Physical Education, Department of 57
Health, Courses in 57
Health Services 102
High School Special Program 106
History, Courses in 69
History, Religion, Philosophy and Ancient Language 69
Honor Students 14
Housing 102

I.D. and Address Requirements 102
Independent Study 17
International Students, Admission of 105
Intramural Activities 101

Kentucky Institute for International Studies 27
Kentucky Tuition Grants 112

Learning and Information Services 22
Liberal Education Core 29
Library and Learning Resource Center 22
Loans 112

Majors and Degree Programs (Table) 25
Marketing, Courses in 38
Mathematics, Certification in 49
Mathematics, Courses in 87
May Interim Term Expenses 108
Mission Statement 5
Music and Fine Arts, Department of 75
Music, Degree Programs in 77
Music Education, Courses in 82
Music History and Appreciation, Courses in 80
Music Theory, Courses in 81

Natural Sciences, Department of 83
Network and Communications 22

Orientation 105

Payment Policy 109
Pell Grant 112
Perkins Loan 112
Philosophy, Courses in 73
Philosophy/Religion, Degree in 74
Physical Education, Courses in 58
Physics, Courses in 88
Placement Services 21
Planned Curriculum 21
Political Science, Courses in 94
Portfolio Development Program 15
Pre-Professional Programs 90
President 3
President's Message 3
Privacy Act 19
Probation 14
Psychology 95

Quality Point Standing 13

Recreation Management, Courses in 63
Refund Policy 109
Religion, Courses in 71
Reserved Course Numbers 12
Room and Board 107

Scholarships
  Academic 113
  Alumni 113
  Other 113
  Transfer 113
Science, Certification in 49

Science Education Majors 90
Service Learning 23
Social and Behavioral Sciences, Department of 91
Social Life 102
Social Studies, Area in 49
Sociology, Courses in 97
Spanish, Courses in 56
Special Education, Courses in 48
Sports Management, Courses in 62
Stafford Loan 112
Student Conduct 102
Student Financial Aid 111
Student Life Program 101
Student Load 11
Student Organizations 101
Student Teaching 41
Summer Orientation 105
Supplemental Instruction 21
Suspension 14

Teacher Education Program, Goals of the 40
Teacher Education, Requirements for Admission to 41
Tests, Entrance (SAT, ACT) 105
Transfer Credit 17
Transfer Policy 17
Trustees, Board of 131
Tuition 107

Undergraduate Calendar 2000-01 122

Veterans Administration Educational Assistance 27

Withdrawal from Courses 12
Work-Study Program 112

Catalog Disclaimer Statement

While this catalog was prepared on the basis of the best information available at the time of publication, all information - including statements of fees, course offerings, admission and graduation requirements - is subject to change without notice or obligation.

Full-time students continuously enrolled at Union College ordinarily may expect to graduate under the requirements stipulated in the catalog under which they entered. Students failing to enroll for a period longer than two years will fall under the catalog in effect when they return to full-time status. Student many appeal to the Vice President for Academic Affairs for exceptions to this policy.

The statements in this catalog are for information only and do not constitute a contract between the student and Union College. **Failure to read this bulletin does not excuse the student from the requirements and regulations described herein.**

UNION COLLEGE

KENTUCKY'S FIRST COLLEGE IN THE MOUNTAINS

Union College
310 College Street
Barbourville, KY 40906

UNION COLLEGE

Graduate Catalog

2000 - 2002

Union College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor and Master level degrees, by the Kentucky State Department of Education, and is approved by the University Senate of the United Methodist Church. Union's Department of Business has been accredited for all of its degree programs by the International Assembly for Collegiate Business Education.

It is the policy of Union College not to discriminate on the basis of sex, race, color, disability, age, or national or ethnic origin in the admission of students, in its administration of educational or national programs, scholarships, loan programs, or other school-administered programs, or in athletic participation. Inquiries should be directed to Dr. Edward H. Black, Vice President for Human Resources and Planning.

Table of Contents

A Message from the President 3

The Union College Mission 5

The Union College Vision 5

Core Values 7

Graduate Program Conceptual Framework 8

Collaborative Initiatives with Local School Districts 10

General Information 11

General Admission Requirements 13

College Expenses 17

Program Descriptions 19

The Grading System and Quality Points 21

Academic Policies 23

Graduate Programs of Study 29

Course Descriptions 37

Board of Trustees 47

Graduate Studies Personnel 48

SHARP ACADEMIC CENTER

A Message from the President

Dr. David C. Joyce
Union College President

Pursuing a graduate degree is, by definition, an arduous endeavor. It requires dedication, hard work, and sacrifice. Very few persons in our society achieve this milestone in their education careers. This fact is especially true for our region. All of us at Union College recognize your efforts and stand ready to assist you as you work toward your goal. I know you will find your classes challenging and your relationships enduring. Good luck and God bless.

David C. Joyce
President

The Union College Mission

Union College is a learning community dedicated to creating personal, intellectual and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth.

The Union College Vision

Union College identifies four components of a learning community necessary to effect personal, intellectual, and social, transformation – knowledge, wisdom, service, and spiritual growth. As a private, academically rigorous, liberal arts college of the United Methodist Church, we believe that spiritual growth is not only essential, it is also integrally related to the other components of the transformation process. Based on the Wesleyan vision that education is a union of "knowledge and vital piety," the College provides students an academic program and co-curricular activities that nurture a strong and active faith and lead them to see how a historically grounded religion is viable in contemporary cultures both at home and around the world. The College sees a special connection between service and spiritual growth; redemption is a social as well as an inner, personal experience. While these Wesleyan emphases define the tradition in which the College stands, the College also recognizes that Christian and other religious traditions see the same or similar connections between intellectual development and spiritual growth. Union College thus seeks to cultivate a learning community in which students, faculty, and staff explore together the intellectual and social dimensions of Christian faith.

The College is selective, student centered, values driven and is successful because of its location. The College is located in Barbourville, Kentucky, near the center of the Southern Highlands of Appalachia and is readily accessible to a variety of the Region's provinces with their great diversity of landscapes and historical experiences. The Region is visually appealing and has abundant opportunities for wilderness learning. The problems of the mountains, though sometimes grim and tragic historically, are also fascinating and relevant to many questions of modern life and provide the opportunity to investigate and understand universal applications through study and service.

The College challenges the mind, heart, and spirit by embodying and promoting the love of learning, integrity of character, the spiritual quest, and civic responsibility as embraced by the non-sectarian traditions of the United Methodist Church. The traits of character required for individuals to be successful at worthwhile endeavors are encouraged, nurtured, coached, and modeled at Union College. Union College Core Values are created from the traits of judgment, character, moderation, justice, faith, hope, love, and civic responsibility. Operating principles founded on the core values model and guide the College, its students, faculty, and staff in day-to-day activities, learning, and work.

Union College helps students make learning connections. Students are provided opportunities to

master key competencies and given opportunities for practical applications through an academically rigorous liberal arts curriculum. The learning environment of Union College is supported by a well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Diversity of perspectives and the application of knowledge are valued equally with disciplinary expertise and theoretical knowledge. The Core Curriculum reflects this vision and understanding of learning. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions are nurtured through a variety of on- and off-campus learning experiences. Integrated learning opportunities, technology, internships, service-learning, and interdisciplinary seminars are means used to shift the emphasis from just providing instruction to significantly improving student learning.

At Union College, technology is mission driven, outcomes oriented, and consistent with the core values of the College. The College library, academic computing, administrative computing, and network are a single operating unit which focuses on different modes of learning and creating a learning community. Union College actively uses technology to improve teaching and learning and provides convenient access to information resources. The College nurtures an informed and self-sufficient user community through training and instruction.

Union College is a clean, safe, aesthetically pleasing and environmentally responsible campus which promotes social and communal interaction and supports the educational process. The purpose, vision, needs assessment, and evaluation of existing facilities and campus spaces are addressed in the College's facilities master plan. Based on an optimal enrollment of 800 full-time undergraduate students and a total of 1,000 full-time equivalent students, the College is a residential student-centered campus that fosters community and intimacy. Student, academic, and administrative spaces are modern, embrace technology, meet accessibility requirements and include as much flexibility, adaptability, and expandability as possible to accommodate the rapid rate of change in higher education. Campus landscaping and special campus areas help create a learning community. Immediate and future building sites have been identified and the architectural integrity of the campus will be maintained.

An active student life program takes advantage of the area's unique natural resources; promotes social, physical, and intellectual development; encourages personal responsibility; and represents the needs and voices of students on the campus. Students are provided numerous opportunities to participate in campus and off-campus activities which focus on academic and religious issues, wilderness experiences, service learning, governance, as well as literary, music, and professional clubs and organizations. Leadership development is nurtured throughout the College, and students are encouraged to learn and to exercise leadership in their daily lives through such opportunities and forums: the Board of Trustees as student associate trustees, Union College Community Government, residence hall councils, in the classroom, and in the athletic program of the College on and off the fields and floors of competition. The athletic program supports the mission and core values of Union College by creating an atmosphere where participants are viewed and treated as students first and athletes second. Student behavior is guided by the College's core values and operating principles, which promote personal responsibility and accountability.

Union College encourages the development of mutually-respectful and beneficial relationships with local, regional and broader communities through the sharing of cultural and recreational resources, educational opportunities, and economic development opportunities. Community relations efforts produce a strong and positive environment between the College and local and broader communities.

Union College is a financially sound college capable of funding the growth and development of programs, facilities, and scholarships. The College uses a financial planning model which defines the operational premises guiding the financial planning; identifies benchmarks to measure programmatic and financial strategies; and identifies financial ratios and normative data to measure the College's financial health. The College has a comprehensive advancement strategy designed to obtain the needed external financial resources in the form of endowment, gifts, and grants required to meet or exceed the College's needs.

The College's employees are its greatest resource. Individuals are respected and recognized for their contributions, provided fair and consistent treatment, and offered opportunities for personal

and professional development. The College attracts gifted and talented persons to the community, provides a climate of support and encouragement, recognizes accomplishments, provides incentives for continued improvement, and holds them accountable for their work and contributions. A formal plan for setting and maintaining salary equity, keyed to benchmark institutions, is in place and is functioning.

Union College has an open, responsive, collegial, and efficient organizational structure that provides the means to achieve the institution's vision and fulfill its purpose. The committee structure and the composition of the Board of Trustees is responsive to the needs and vision of the College. An effective and efficient management organizational structure has clearly defined lines of responsibility and authority. The management organizational structure is responsive and communicates well. The standing committee structure and its composition facilitates the governance needs of the College.

Union College graduates are principled and productive citizens capable of creative thinking and problem solving. They are able to communicate effectively and are life-long learners who see being educated as a quality of mind, not simply an accumulation of facts and professional skills. They have developed habits of thought that value logic, open-mindedness, awareness of historic change and achievements, and sensitivity to cultural diversity. Union College graduates are prepared to assess new situations, to handle career changes, to deal with adversity, and to recognize and seize opportunities. They have been provided the opportunity for an education of high academic quality in a nurturing and challenging environment which both embodies and inculcates a tradition of intellectual, moral, spiritual, and civic virtue which effectively prepares them to be citizens of the world in the 21st century.

Core Values

Preamble

Union College challenges the mind, heart, and spirit by promoting the love of learning, integrity of character, the spiritual quest, the need for civility in all transactions, and the importance of civic responsibility.

Life-Long Learning

We embrace the love of learning and support each other's desire for life-long learning. We foster collaborative, connected, and active learning.

Spiritual Quest

We espouse the spiritual quest. We challenge each other to discover, intellectually articulate and claim a life-affirming spiritual faith and/or philosophy of life.

Civic Responsibility

We advance civic responsibility. We promote leadership and service as a means of achieving civic responsibility. We strive to become servant-leaders.

People

We advocate civility in all communications. We promote integrity of character by actively listening to each other, openly sharing information that may prove helpful to the situation, doing what is right, and being honest. We accept personal responsibility for our actions. We hold each other and ourselves accountable.

Celebrate Successes

We celebrate our people and their successes. We show respect for each other and the things that make our individual roles and contributions unique. We value opportunities and willingness to "get outside yourself."

Graduate Program Conceptual Framework

The Graduate Program at Union College is dedicated to serving area educators by enhancing their ability to work effectively with students, parents, educators, and community leaders; by providing advanced knowledge in professional studies and academic areas of emphasis; and by offering leadership in improving teaching skills. To these ends, the faculty has adopted a conceptual framework centered on the Experienced Teacher Standards and Administrator Standards. Using this framework, programs have been developed leading to the Master of Arts Degree, Fifth Year Certificate, and Rank I Certificate for teachers and administrators.

Through the Master of Arts in Education, the Fifth-Year non-degree and Rank I programs, graduate students can enhance their initial preparation as classroom teachers. These programs are guided by the following Experienced Teacher Standards adopted the Kentucky Education Professional Standards Board. These standards describe (a) what experienced teachers do in authentic teaching situations and (b) teaching behaviors and processes that are most critical to student learning. These behaviors are outlined in the nine standards and the accompanying indicators. They imply improved and extended competencies beyond the New Teacher Standards required for initial certification.

Standard 1:
Demonstrates Professional Leadership.

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

Standard 2:
Demonstrates Knowledge of Content.

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

Standard 3:
Designs/Plans Instruction.

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 4:
Creates/Maintains Learning Climate.

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 5:
Implements/Manages Instruction.

The teacher introduces, implements and manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 6:
Assesses/Communicates Learning Results.

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 7:
Reflects/Evaluates Teaching.

The teacher reflects on and evaluates teaching/ learning.

Standard 8:
Collaborates with Colleagues/Parents/Others.

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 9:
Engages in Professional Development.

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

Standard 10:
Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Union's Educational Leadership Programs are guided by the following Standards for School Leaders. These standards have been developed by the Council of Chief State School Officers.

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development; articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Collaborative Initiatives with Local School Districts

Center for Economic Education

Union College is one of eight colleges and universities in Kentucky which belongs to the Kentucky Council on Economic Education (KCEE) and its national counterpart, the Joint Council on Education (JCEE). As a member of this organization, the Union College Center, under the direction of Dr. Ella Hensley, selectively offers partial scholarships to teachers enrolling in economic education graduate courses, provides materials and assistance to area school personnel, and presents Professional Development workshops. In association with the Center, teacher-advocates work to help implement programs, and local advisory boards provide additional support.

Teachers interested in graduate economics courses may apply for partial tuition rebates, which are awarded if funding is available. Further opportunities for entering different types of competitions are available. Selected advocates and other teachers are provided with chances to attend state and national meetings and training seminars.

LEAP: Literacy Education and Assessment Project

Funded through the Greenwald Foundation, the purpose of the Literacy Education and Assessment Project is to conduct research in literacy education and reading disability and to provide consultation and assessment services to schools and to individuals. LEAP maintains a resource library, sponsors the SouthEast Council of the Kentucky Reading Asociation, conducts Reading Rescue which is a tutoring program for remedial students, and provides training to those who work with disabled readers.

Mountain Science Teachers Alliance

In 1990, Union College professors and science teachers from six neighboring counties formed the Mountain Science Teachers Alliance (MSTA). The alliance was originally funded by a grant from the American Association for Higher Education. Now, partially funded by a grant from the Council on Higher Education, it serves 18 school districts in the region.

A seven-member steering committee plans the meetings, which are hosted by different schools in the region. The alliance attempts to keep teachers current with research, methodology, and educational technology. Meetings focus on topics such as instructional use of technology, inquiry-based science lessons, or specific statewide reform initiatives. Members also bring with them examples of lessons, assessment measures, portfolio activities, interdisciplinary activities which are duplicated and distributed to all attending. A newsletter is mailed to participants.

SECKRA: SouthEast Kentucky Council of the Kentucky Reading Association

A steering committee of nine area educators and four Union College faculty members hosted the first meeting of SECKRA: the SouthEast Council of the Kentucky Reading Association. The work of the council is being coordinated through the Literacy Education and Assessment Project and is partially funded by the Greenwald Foundation. The council is intended to be a forum for the sharing of information and concerns among all persons interested in furthering the reading skills and recreational reading habits of
area children and youth.

Meetings of the entire council and of special interest groups are coordinated by the steering committee and hosted by different schools in the region. They cover a wide range of interests and needs, including: review of programs and methodologies, presentations by publisher representatives, storytelling, professional development, service projects, performances by area schoolchildren, and swap meets. A website and online newsletter is being planned.

Members will be eligible for grants and opportunities to participate in state and national meetings. Interested parties should contact the education department of Union College for more information.

General Information

Location of the College

Union College is located in Barbourville, on U.S. Highway 25E, midway between Lexington, Ky., and Knoxville, Tenn. The historic Wilderness Road runs along the eastern edge of the campus. The Dr. Thomas Walker State Park is four miles from the campus and Cumberland Falls State Park, Levi Jackson State Park, and Pine Mountain State Park are in adjoining counties.

Graduate students may enroll for a portion of their work in courses offered in off-campus centers in a number of nearby communities.

Learning and Information Services

The Learning and Information Services faculty and staff are dedicated to providing members of the Union College community the information resources needed to meet their educational goals. This is accomplished through four individual units working as a team to provide access to print and non-print materials, data and voice communication, institutional data, and the education needed to use the information.

Weeks-Townsend Memorial Library.

The Weeks-Townsend Memorial Library provides a variety of resources and services to support and enrich the College's academic programs. The library, located in the center of campus, houses a collection of more than 120,000 books, periodicals, government documents, media materials, and on-line reference and full-text databases. Library functions, including the Online Public Access Catalog (OPAC), circulation, and reserves are fully automated through the Sirsi Unicorn Collection Management System. The OPAC is accessible through the campus network and the World Wide Web. The library can accommodate over 300 persons in a variety of seating arrangements, including study carrels, tables, and a computer lab. The library is wired for laptop access to the campus network. The library participates in state, regional, and national networks, including the Kentucky Library Network, and Southeastern Library Network.

Access to media, equipment, and the Internet is provided in the library. The 21-seat computer lab is the center of campus access to the Internet including e-mail and the World Wide Web. The lab also provides access to word-processing, spreadsheets, and course specific software. The Learning Resource Center provides educational media materials for classroom use and individualized study. The Curriculum Collection supports the Education Program by providing a specialized collection including elementary, middle, and high school curriculum materials and a juvenile collection.

The Library contains several other special collections including the Cumberland Gap Genealogy Collection, and the Lincoln-Civil War Collection. The library also serves as the repository for the College Archives. The library staff offers individual and group bibliographic instruction and instruction in the use of equipment, computer resources, and special collections.

Academic Computing

The College has a variety of computers accessible to students. The Library and Centennial computer labs each contain 21 workstations and a laser printer connected to the campus network. The labs provide access to the Internet, World Wide Web, and e-mail. A third lab, the Hensley Lab, is also located in Centennial Hall and provides the same type of access with 15 computers. The labs are open a variety of hours each week to support the academic programs and provide student access to the campus network.

Administrative Computing

Administrative computing supports the administrative functions of the campus. The new system will provide the administration with state-of-the-art software allowing expanded support for the academic programs. On-line advising and registration are two of the services that will be available following implementation.

Bookstore

The Bulldog Bookstore is located on the lower level of the Frances Patridge Campus Center. Regular hours are 9:00 a.m. to 4:00 p.m., Monday through Friday, with extended hours during registration periods. Summer hours may be shorter. The bookstore stocks textbooks, materials and supplies, clothing, and a variety of gift items. Textbook refund periods and buy-back policies are posted.

Campus Activities

Student activity fees are not required of graduate students; however, graduate assistants, graduate students living on campus, and those residing near the campus are encouraged to take part in social and cultural functions of the college.

Automobiles - Parking

The college maintains paved parking lots for the use of commuting and resident students. Cars parked on campus must be registered in the Business Office and must display an official Union College parking permit on the rear window on the driver's side. Permits may be obtained free of charge in the Business Office. Cars must be parked in designated areas only. Violation of campus parking regulations may result in fines charged against the student's account or in towing at the owner's expense.

Housing and Food Service

Full-time graduate students may elect to live on campus. Residence hall rooms may be obtained through contact with the Dean of Students. All students living in the residence halls are required to obtain a boarding ticket and eat in the college dining hall.

A limited number of one-bedroom apartments are available for students with not more than one child. Pets are not allowed. Applications for apartments should be made in advance with the Dean of Students.

The Myrtle Cole Minton Cafeteria is located on the lower level of the Frances Patridge Campus Center. Hours of operation and meal prices are posted in the dining room. Commuting students are welcome in the dining room and may purchase individual meal tickets at the door.

General Admission Requirements

Applicants for admission to the Graduate Studies Program may enter at the beginning of each academic semester, interim, or summer session. Admission to graduate study does not imply admission to candidacy for the Master's Degree (see section on Continuous Assessment, page 26). Graduate students may be admitted under three categories:

A. Unconditional Admission

All requirements are met.

B. Conditional Admission

Those students who do not qualify for unconditional admission because:

1. Not all credentials have been received, including test scores and transcripts. All materials necessary to remove conditional status must be submitted by the end of the semester (or summer term) in which the student is first enrolled.
2. Seniors taking graduate courses (seeinformation on page 17).
3. Grade point averages below the minimum specified for these programs may be approved as "conditional admissions." In such cases, the students must prove their ability to earn at least a 3.0 grade point average (GPA) upon completion of the first 12 semester hours of graduate credit. Failure to achieve the 3.0 GPA level within the allowable 12 hours shall result in the recommendation that the student withdraw from the program.

C. Transient (Visiting)

Students who are pursuing a graduate degree at another institution and wish to take courses at Union College. These students must submit a letter from the graduate dean of the home institution indicating that the student is in good standing and has approval to take the specified courses for transfer. Visiting students must submit an application for admission but no other transcripts or credentials are required. Application as a visiting student is not to be considered application for admission to a graduate program.

Graduate Application and Admission Process

For admission as a regular graduate student, an applicant must have completed requirements for a bachelor's degree at an accredited institution with a GPA of 2.5 or better. In addition to completing the general application, the applicant must arrange for the graduate office to receive:

1. Application Fee

Payment of the non-refundable $15 fee.

2. Transcripts

Two official transcripts of all undergraduate and all graduate work completed must be sent directly to the Graduate Office by the institutions where the credits and degrees were earned

3. Recommendations

Two letters of recommendation are required from individuals who can attest to the applicant's academic and/or professional capabilities. Forms may be obtained in the Graduate Office.

4. Teaching Certificate

A copy of a valid teacher's certificate indicating areas in which the applicant is qualified.

5. Planned Program

A planned program signed by the student, Graduate Dean, and Advisor.

6. Entrance Examination

Scores from the Praxis Specialty exam (acceptable within state guidelines) or a score of 1150 (Verbal, Quantitative, Analytical) on the Graduate Record Exam (GRE).

Seniors Taking Graduate Courses

Conditional admission to enroll in graduate courses (400G or 500 level) is open to seniors lacking no more than six credit hours for graduation and satisfying the following:

1. The student's grade point average must be at least 3.0 on all work attempted.
2. The student is required to file a petition listing the courses necessary to complete undergraduate requirements as well as courses taken for graduate credit. The approvals of the Dean of Graduate Academic Affairs, the student's advisor, and the Registrar must be obtained.
3. The total of the student's academic load may not exceed 12 credit hours for the semester.
4. All requirements for the undergraduate degree must be completed during the semester or summer in which the student is allowed to register for part-time graduate work.

Graduate credit will be allowed only for those courses completed beyond the requirements for the undergraduate degree. The student must complete an application for admission to the Graduate Studies Program.

Uncertified Admission

A limited number of students who do not possess teaching certificates may be admitted to the Graduate program for the primary purpose of improving their academic background. Ultimately, these applicants may obtain certification, provided they complete all of the course work and student teaching specified for the desired teaching certificate.

Admission to Rank I Program

Applicants for admission to a program leading to the awarding of a Rank I classification must have completed requirements for the M.A. in Education Degree or the Fifth Year Certificate. A GPA of 3.0 is necessary for unconditional admission to the program.

Teachers who do not possess a Master's Degree in Education are eligible for a general Rank I program, but are not eligible for admission to certification programs in Educational Leadership.

Admission into Candidacy for the Master of Arts Degree

Admission to a program leading to the Master's degree does not imply admission to candidacy for a degree. Students must file an application for admission to candidacy for the MA degree and complete the candidacy requirements before registering for courses beyond twelve semester hours.

Admission to candidacy for the Master's Degree includes an application, completion of certain requirements, and approval of the Graduate Council.

See section on **Continuous Assessment** for further details.

Dr. Joni Caldwell, Professor of Psychology, regularly uses technology and the Internet in her classes.

Graduate students can become certified in CPR by taking a safety education course.

College Expenses

The academic year is divided into two regular semesters, Fall and Spring. In addition, a three-week May Interim and two five-week summer sessions are offered, convening in the months of May, June and July respectively. Tuition, fees and other expenses are subject to change. All changes will be announced in the class schedule or through the media. Other fees that are not a part of the traditional tuition and board and room charges include

Graduation Fees:

Degree or Certificate	$20.00
Academic Regalia	$25.00
Late registration fee*	$15.00
Absentia	$50.00
Transcript-after first copy	$ 4.00

Other expenses

Graduation Renewal Fee	$5.00
Audit Fee (per semester hour)	$15.00

Payment Policy

Financial Clearance

A student will be cleared for registration only if any previous balance has been paid. Full payment of an account or satisfactory financial arrangements of an account for all charges are due on or before registration. Any student having an unpaid account will not be cleared for the release of a transcript, or a diploma. Should collection efforts become necessary to collect an unpaid balance, the student will be responsible for all costs of collection including collection agency and attorney fees. May and summer sessions must be paid in full at the date of registration—no payment plan is available for May and summer sessions.

Payment Plan

The Academic Management System (AMS) allows a student to pay tuition, room, and board on a monthly basis throughout the year with no interest charges. By enrolling in the AMS plan, a student can spread education costs over a period of 10 months. This plan is not available for the May Interim or Summer Sessions.

Refund Policy

A student is considered to be enrolled until he or she completes drop/withdrawal procedures. Students who remain registered for a class that they are not attending will be responsible for all charges and will receive an automatic grade of "F." A $50.00 administrative fee will be assessed for adjustments to a student's transcript and other records when necessitated by not following proper withdrawal procedures. Withdrawl procedures must be completed in person, by fax, or by mail.

Tuition refunds are based on the date these drop/withdrawal forms are completed and returned to the Office of the Registrar. A full refund may be obtained for a class only if a student has not attended beyond the first session and completes drop/withdrawal procedures with the Office of the Registrar.

Financial Assistance

Eligibility for the Stafford Loan is determined by filing the Free Application for Federal Student Aid (FAFSA) with the Financial Aid Office 30 days prior to enrollment. Stafford Loans are then processed through the student's home bank or state agency. The interest rate will be variable but not to exceed 8.25%. Repayment begins six months after the student graduates or drops below the eligibility requirement of six hours enrollment. Students interested in a Stafford Loan should contact the Financial Aid Office.

Students eligible for Veterans Benefits should contact the Registrar for information concerning procedures required to receive those benefits.

A limited number of minority scholarships are available. Interested students should contact the Graduate Office.

These graduate students built a terrarium for hermit crabs.

Program Descriptions

Degree and Certificate Requirements

Union College has adopted the following three plans whereby students may earn Rank II Classification:

(1) Completion of the Masters of Arts in Education degree (non-thesis).
(2) Completion of the Masters of Arts in Education degree (thesis).
(3) Completion of the Fifth-Year non-degree program

Union College also has a preparation program for Kentucky's Rank I classification under the Foundation Law. Rank I classification requires the completion of a planned program of 30 semester hours beyond the Master's level.

Master of Arts in Education Degree

Requirements for the Master's degree include:

(1) Completion of one of the degree programs described in the Graduate Programs section of this catalog;
(2) a minimum grade point average of 3.0;
(3) satisfactory performance on the Comprehensive Examination;
(4) Completion of a Master of Arts portfolio, and
(5) Completion at Union College of at least 21 of the required 30 semester hours. Students may elect to write a Master's thesis for six semester hours of credit.

Fifth-Year Certificate

Fifth-Year certificate requirements include:

(1) completion of a 32-semester hour program of studies;
(2) a minimum grade-point average of 2.5;
(3) 12 semester hours in professional education courses;
(4) 12 semester hours in a field of specialization, and
(5) completion at Union College of at least 18 of the required 32 semester hours.

The Kentucky Fifth-Year certificate program allows in-service training and other professional development to be credited toward a certificate. Students desiring to use professional development toward a Fifth-Year program at Union College must obtain permission in advance.

Rank I Certificate

Rank I classification requires the completion of a planned program of 30 semester hours beyond the Master's level. The program shall be planned in advance by the candidate and the graduate advisory committee for the following purposes:

(a) To improve the professional competency for the position covered by the initial teaching certificate, or

(b) To obtain preparation / certification required in additional areas.

Rank I certification requires a grade point of at least 3.0. No comprehensive examination is required; however, each student will complete a Professional Development Portfolio. Up to 15 hours credit may be transferred from other graduate institutions if appropriate to the student's planned program and if the final grade achieved is at least a "B." Correspondence courses may not be transferred into the program.

Although each program is individualized, the guidelines below will prevail in the planning of the program. Some courses may have been taken at the Master's level, and appropriate courses may be substituted with prior permission.

Planned Programs

All graduate students will design a Professional Development Plan (PDP) around their needs relating to their job description and the school's overall transformation plan. This plan should include goals and expectations for improvement related to each of the nine experienced teacher standards. The student's progress is based on the professional judgment of an advisory committee appointed by the Dean of Graduate Academic Affairs. This committee consists of an academic advisor and at least one faculty member representing the student's specialty area (e.g., Language Arts, Special Education).

This graduate student demonstrates proper bee-keeping techniques.

The Grading System and Quality Points

Grades for graduate courses at Union College are defined as follows:

A	Excellent	Outstanding achievement Four quality points
B	Good	Acceptable achievement Three quality points
C	Fair achievement	Only minimally acceptable Two quality points.
D	Very low performance	No academic credit toward MA degree One quality point. Can be credited towards a Rank I or Fifth Year Certificate.
F	Failure	No academic credit and no quality points.
W	Withdrawal from a course during the first 12 weeks of the semester. Failure to officially withdraw from a course before the withdrawal deadline indicated in the academic calendar may result in an automatic grade of F.	
I	Incomplete Used when attendance requirements have been met, but granting a grade has been postponed because, for reasons satisfactory to the instructor, certain course assignments have not been completed.	

An "I" must be removed before the end of the following regular semester. If the "I" is not removed during that time period, it will turn to an "NC" (no credit).

If a course is repeated at Union College, only the second grade is used in computing the student's grade point average.

A plus or minus may be added to the final grade and will appear on the transcript; however, this will not affect the grade point average.

Course Numbering System

Courses available to graduate students are offered on three levels, numbered 400, 500, and 600. A limited number of 400 level undergraduate courses are open to graduate students, and are so designated by a "G" in the course number, e.g., EDUC 401G. Since these courses are available to advanced undergraduate students, care must be exercised to avoid duplication of courses already taken.

Courses on the 500 level are limited to graduate students. Those on the 600 level are intended primarily for Rank I students.

Some course numbers are reserved for specific types of courses, and are not included in Course Descriptions section of this catalog.

581, 681—"Special Topic" courses developed on a one-time basis, or a special innovative course.

583, 683—Courses offered through the Kentucky Education Television Network (KET).

595, 695—Independent study. Courses offered for individual study outside the regular course of offerings.

These graduate students examine the wildlife found in Little Clear Creek, near Pine Mountain State Park.

Academic Policies

Attendance

Students are expected to attend all classes for which they are registered and are responsible for absences incurred by late enrollment. Students should avoid registering for courses, which meet at times that conflict with anticipated teaching, administrative, coaching, or other duties at their respective schools or places of employment.

Registration

Students seeking course credit must be admitted to the graduate program or have a Visiting Student Permit. For details, please refer to the section on Admission. Former Union College graduate students who have not been in attendance during the past year must apply for re-admission and update their records in the Graduate office.

Course registration enrollment may be completed on campus, by mail, or fax during the advance registration period. Students are advised to register early. After this period, registration must be completed in person. There is no registration or change of program by phone.

Drop/ Add or Withdrawal

Students must complete the registration process in order to remain in a class and receive a grade. Attending the class does not register you for that class. A $50.00 administrative fee will be assessed to students who attend class without completing proper registration. Grades will not be posted until proper registration has been completed and all tuition, fees and appropriate finance charges have been paid.

It is the student's responsibility to withdraw from a class in a timely manner. Failure to attend a class for which you are registered does not automatically withdraw you from that class. Classes must be dropped by the first class meeting in order to receive a full refund. Students who remain registered for a class that they are not attending will be responsible for all charges and will receive a grade of "F." A $50.00 administrative fee will be assessed for adjustments to a student's transcript and other records when necessitated by not following proper withdrawal procedures.

Transcripts

The college regards the student' s transcript as a personal and private document; it is released only on the written authorization of the student and payment of the required fee. Requests for transcripts should be made directly to the Office of the Registrar, and should include the full name, social security number, and dates of attendance. When official transcripts are sent directly to the student, they are stamped "Issued to Student." Financial obligations to the college must be cleared before a transcript is issued. A $3.00 fee is charged for each transcript.

Academic Records' Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERP A) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Registrar receives a request for access.
   Parents or eligible students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
   Parents or eligible students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the college Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
   If the College decides not to amend the record as requested by the parent or eligible student, the College will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERP A authorizes disclosure without consent.
   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The College will release directory infom1ation to the general public in response to a legitimate request unless the student concerned files a written request with the Registrar within three weeks of the beginning of the term that such information is to be withheld from the public. Directory information is defined as student name, address, dates of attendance, date of birth, degree(s) earned, and previous educational institutions attended.
5. Union College will, however, release records and accounts pertaining to veterans, as well as to other students, to appropriate U.S. Government representatives. This exception to all other federal laws is found in Title 38 of the U.S. code, Section 1790(c).
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERP A. The name and address of the office that administers FERP A are:
   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence A venue, SW
   Washington, DC 20202-4605

Auditing

With the consent of the instructor a person may audit a course, provided he/she meets the graduate admission requirements. An auditor is one who wishes to attend a class regularly; but who does not wish to meet the assignment or evaluation requirements of students enrolled for credit. Courses with limited enrollment, laboratory courses, and seminars are not open to auditors. Audited courses will appear on the transcript and may not later be applied for credit. A fee of $15 per semester hour is charged.

Inclement Weather Policy

Whenever weather conditions necessitate the cancellation of evening classes, a decision will be made by 2 p.m. Students are advised to listen to local media or call the Union College Hotline, 606-546- 1600, for the latest information.

Independent Studies

The chief purpose of the independent study is to afford the student an opportunity to obtain credit for study outside the regular course offerings of the graduate program. Permission may be granted under special conditions for a student to take a regularly scheduled course as an independent study.

The Dean of Graduate Academic Affairs must approve proposals for independent study. It is the student's responsibility to work with a professor in planning the course of study and to present the proposal for approval. Forms for independent study must be obtained from the Office of Graduate Academic Affairs.

A student must have successfully completed nine semester hours of graduate credit at Union College in order to qualify for independent study. Visiting students are not permitted to take a course on an independent study basis. Credit for independent studies done at other accredited institutions will be accepted provided such credit meets the Union College transfer credit requirements.

Maximum Course Loads

The maximum course load for full-time graduate students is fifteen semester hours for a regular semester, six hours per summer term, and three hours for an interim session. Graduate students engaged in full-time employment normally are restricted to six semester hours for a regular semester .

Credit may not be earned concurrently at another institution without the permission of the Dean of Graduate Academic Affairs and then only within the total limits indicated above.

Time Limits

A graduate student is expected to complete requirements for the Master's degree, the Fifth Year Program, or Rank I no later than five years after beginning course work. The Dean of Graduate Academic Affairs and the Graduate Council may grant an extension for an additional three years for sufficient reason upon written petition from the student. If the course work is deemed reasonable within the framework of current knowledge and findings, or if for some physical reason the student has not been able to complete his/her work on schedule, consideration will be given for the extension of time.

The minimum time needed to complete the graduate work is two full semesters or its equivalent in summer sessions and part-time study.

Transfer Credit

A maximum of nine semester hours from a recognized and regionally accredited graduate school may be transferred toward the M.A. degree in Education. For students working on the Fifth- Year Certificate a maximum of 14 semester hours may be transferred. Fifteen semester hours may be transferred toward the Rank I program. Requests for transfer credit must be appropriate to the student' s planned program, carry a grade of at least "B", and be approved by the Dean of Graduate Academic Affairs or advisor when the planned program is signed or prior to taking the course.

No credit is allowed toward the Master's degree for courses taken by correspondence or by pass/ fail.

Acceptance of transfer credit does not infer completion of the portfolio task associated with that course. Students are to consult with their advisor concerning portfolio deficiencies that may result in the transfer process.

Continuous Assessment Process

All students entering Union College's graduate program after January I, 1998 will be assessed under a continuous assessment format. This system requires students to maintain a Professional Development Portfolio that documents their professional growth during graduate studies.

Professional Development Plan (PDP)

Graduate students will design a Professional Development Plan (PDP) around the needs relating to their job description and their school's overall transformation plan. This plan should include goals and expectations for improvement related to each of the standards appropriate to their program. The student's progress is based on the professional judgment of an advisory committee appointed by the Dean of Graduate Academic Affairs.

Professional Development Portfolio

All Union College graduate students seeking a degree, certificate or endorsement are required to develop and maintain a portfolio. Portfolio tasks are samples of work from the courses comprising the professional component of the student's program and are in support of the appropriate standards.

The creation of the portfolio represents a form of professional development. As graduate students assemble their portfolios, they are prompted to assess programs and determine a direction for professional development.

Admission into Candidacy for the Master of Arts Degree

Admission to any program leading to a Master's degree is not equivalent to admission to candidacy. Students must file an application for admission to candidacy for the M.A. degree and complete the candidacy requirements during the term in which 12 hours of graduate work (including transfer work) is completed.

Admission to candidacy for the Master's Degree includes an application, completion of the requirements below, and approval by the Graduate Council.

1. Show an aptitude for graduate study by the completion of 12 semester hours of graduate work with a grade point average ofat least 3.0.
2. Successfully complete the written exercise administered by the Office of Graduate Academic Affairs. The exercise will require each student to compose an essay on a topic drawn from choices provided by the Department of English.
3. Submission of portfolio artifacts reflective of course work taken toward degree (including transfer work) and/or professional development products that relate to the Experienced Teacher or Administrator Standards. Students are responsible for scheduling a Candidacy Review at a time mutually convenient for the student and the members of the advisory committee. The application for Admission to Candidacy must be on file in the Office of Graduate Academic Affairs prior to the Candidacy Review.

Comprehensive Assessment

A written comprehensive examination is required of all students seeking the Master of Arts degree. Students must have been admitted to candidacy prior to taking the examination. The comprehensive examination includes three areas: I) research; 2) professional knowledge, and 3) the student's teaching field. All examination questions are open response. The comprehensive examination is given in April, July, and November each year .Students must be admitted to candidacy for the Master's degree before taking the examination. An application for the examination must be filed in the Graduate Office at least 30 days prior to the scheduled date of the exam

A student who fails one of the three parts of the examination and is scheduled to graduate at the end of that term may request an oral examination on that part or may repeat the examination at a later date. A student who fails the Comprehensive Examination may retake the failed parts twice.

There is no comprehensive examination required for students seeking a Fifth y ear or Rank I Certificate. These students are, however, responsible for developing a Professional Development Portfolio.

Master of Arts Thesis

Students may opt to write a thesis in partial fulfillment of the requirements for the M.A. degree. The thesis is a systematic, written presentation of the results of a study, investigation or research. Thesis credit will fulfill six hours in the elective component of the M.A. program.

The Union College Graduate Council views the Master's Thesis as a completed document that demonstrates a high degree of competence in originality and creativity .Before registering for EDUC 599 (Thesis), the student must complete a total of 15 semester hours of graduate work, including EDUC 500 -Educational Research.

Students choosing the thesis route must have an advisory committee of at least three faculty members who regularly teach graduate courses. The chairman shall be from the student's major area of interest. At least one member shall be from the area of education, and at least one member shall be from outside the field of education. The Dean of Graduate Academic Affairs shall serve as ex officio member. The names of the committee/members shall be submitted to the Dean for approval.

The committee, appointed by the Dean of Graduate Academic Affairs, shall review the student's proposal to ensure that the problem to be investigated is a significant one, that a thorough review of the literature has been conducted, and that the student is planning to use proper methodology .

The completed draft of the thesis is to be presented to the chairman of the student's advisory committee at least 30 days before graduation. A final oral examination on the thesis is to be successfully completed 10 days before graduation. Two copies of the completed thesis and an abstract (150-350 words) are to be presented to the Dean one week before graduation.

If the thesis is not completed within two semesters after the student registers for EDUC 599, the candidate must continue to register each semester until the thesis is completed. The student shall pay a continuous registration fee of one credit hour tuition each semester until the thesis is completed unless the thesis committee otherwise waives the charge. Exceptions must be recommended by the thesis committee and approved by the Graduate Council.

Detailed information concerning the thesis may be obtained in the Graduate Office.

Application for Graduation, Change in Rank, and added Certification

Application for graduation must be made in the Office of the Registrar according to the following schedule. Students planning to complete all requirements for the May commencement should make application at the beginning of the prior fall semester . Those planning to finish during the summer terms should make application at the beginning of the spring semester. Those completing all degree requirements during the fall semester may participate in the following May commencement.

It is the student's responsibility to apply for graduation, change in rank, and added certification through the Office of the Registrar.

Students who complete all requirements in the spring or summer term will participate in the May commencement. Those failing to participate are required to pay an absentia fee (see fee under Financial Information).

Graduate Programs of Study

Master of Arts in Education

Fifth-Year (Non-Degree) Certificate
Rank II

Elementary School Education 31
Middle School Education 32
Secondary School Education 33
- Language Arts 33
- Science 33
- Social Studies 33

P-12 Education 34
- Health/Physical Education 34
- Music Education 35
- Reading and Writing Endorsement 35
- Special Education 36
- Principalship 36

Rank I Programs

General Rank 37
- Elementary School Education 37
- Middle School Education 37
- Secondary School Education 37

P-12 Education 37
- Reading and Writing Endorsement 38
- Special Education 38
- (Principalship) 38
- Supervisor of Instruction 39

M.A. Degree and Fifth- Year Certificate

Elementary Education Curriculum (P-5)

Master of Arts Degree and Rank II
Fifth-Year Certificate (non-degree) and Rank II

Master of Arts Degree and Rank II

1. Professional Education Component *15 semester hours*

EDUC 500	Methods of Education Research
EDUC 503	Elementary School Curriculum Design
EDUC 513	Advanced Instructional Strategies
PSYH 600	Advanced Human Development

Choose one of the following:

EDUC 520	Techniques and Materials for Classroom Reading Instruction
EDUC 530	Diagnostic and Correction of Reading Difficulties
EDUC 532	Techniques and Materials of Remedial Reading

2. Specialization Component *12 semester hours*

Select four courses to enhance professional content knowledge in the area of certification.

3. Elective *3 semester hours*

Fifth-Year Certification (non-degree) and Rank II

I. Professional Education *15 semester hours*

EDUC 500	Methods of Education Research
EDUC 513	Advanced Instructional Strategies
EDUC 503	Elementary Curriculum Design
PSYH 600	Advanced Human Development

Choose one of the following:

EDUC 520	Techniques and Materials for Classroom Reading
EDUC 530	Diagnostic and Correction of Reading Difficulties
EDUC 532	Techniques and Materials for Remedial Reading Instruction

2. Specialization Component *12 semester hours*

Select four courses to enhance professional content knowledge in the area of certification. Course selection may be made upon needs and current teaching assignment.

3. Electives *6 semester hours*

Middle School Curriculum (5-8)

Master of Arts Degree and Rank II
Fifth-Year Certificate (non-degree) and Rank II

Master of Arts Degree

1. Professional Education Component *12 semester hours*

EDUC 500	Methods of Education Research
EDUC 513	Advanced Instructional Strategies
EDUC 601	Advanced Study of the Middle Grade Child
EDUC 504	Middle School Curriculum Design

2. Specialization Component *12 semester hours*
Will be selected from those academic fields previously completed for provisional certification.

3. Electives *6 semester hours*

Fifth- Year Certification (non-degree)

1. Professional Education Component *12 semester hours*

EDUC 500	Methods of Education Research
EDUC 513	Advanced Instructional Strategies
EDUC 601	Advanced Study of the Middle Grade Child
EDUC 504	Middle School Curriculum Design

2. Specialization Component *12 semester hours*
Will be selected from those academic fields previously completed for provisional certification.

3. Electives *9 semester hours*

Secondary School Curricula (8-12)

Master of Arts Degree and Rank II
Fifth-Year Certificate (non-degree) and Rank II

Language Arts Curriculum

1. Professional Education *15 semester hours*

EDUC 500	Methods of Educational Research
EDUC 513	Advanced Instructional Strategies
EDUC 505	Secondary School Curriculum Design
EDUC 620	Reading in the Content Area
PSYH 600	Advanced Human Development

2. Specialization Component *12 semester hours*
Select four courses to enhance professional knowledge in the area of concentration.

3. Elective *3 semester hours*

Science Curriculum

1. Professional Education *12 semester hours*

EDUC 500	Educational Research
EDUC 505	Secondary School Curriculum Design
EDUC 513	Advanced Instructional Strategies
PSYH 600	Advanced Human Development

2. Specialization Component *12 semester hours*
Select four courses to enhance professional knowledge in the area of concentration.

3. Electives *6 semester hours*

Social Studies Curriculum

1. Professional Education *12 semester hours*

EDUC 500	Methods of Education Research
EDUC 505	Secondary School Curriculum Design
EDUC 513	Advanced Instructional Strategies
PSYH 600	Advanced Human Development

2. Specialization Component *12 semester hours*

Select four courses to enhance professional knowledge in the area of concentration.

3. Electives *6 semester hours*

Fifth-Year (non-degree) Program

1. Professional Education *12 semester hours*

EDUC 500	Educational Research
EDUC 513	Advanced Instructional Strategies
EDUC 505	Secondary School Curriculum Design
PSYH 600	Advanced Human Development

2. Specialization Component *12 semester hours*

Select four courses to enhance professional knowledge in the area of concentration.

3. Electives *9 semester hours*

K-12 Curricula

Master of Arts Degree and Rank II
Fifth-Year Certificate (non-degree) and Rank II

Health and Physical Education Curriculum

1. Professional Education *12 semester hours*

EDUC 500	Educational Research
PHED 50 1	Health, Nutrition and Physical Education
PSYH 600	Advanced Human Development
PHED 503	Physical Education Curriculum Design

Choose one of the following courses:

EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design
EDUC 505	Secondary School Curriculum Design

2. Specialization Component *12 semester hours*

Select six (6) hours from:

HL TH 451G	School and Community Workshop
HL TH 475G	Critical Areas in Health
HL TH 551	Readings in Health
HL TH 582	Safety Education

Select six (6) hours from:

PHED 425G	Psychological Foundations of Sport
PHED 525	Motor Learning in Physical Education
PHED 550	Seminar in Physical Education

3. Electives *3 semester hours*

Music Curriculum

1. Professional Education *12 semester hours*

EDUC 500	Educational Research
EDUC 513	Advanced Instructional Strategies
PSYH 600	Advanced Human Development

Choose one of the following courses:

EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design
EDUC 505	Secondary School Curriculum Design

2. Specialization Component *12 semester hours*

Choose four courses from the following:

MUSC 520	Special Topics in Music History and Literature
MUSC 570	History and Literature of the Wind Band
MUSC 572	Advanced Choral Conducting
MUSC 573.	Survey of Choral Literature
MUSC 574	Advanced Instrumental Conducting
MUSC 575	Computer Application in Music (CAlM)

3. Electives *6 semester hours*

Reading and Writing Endorsement Curriculum*

1. Professional Education *6 semester hours*

EDUC 500	Research in Education

Choose of the following courses:

EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design
EDUC 505	Secondary School Curriculum Design

2. Specialization Component *24 semester hours*

EDUC 511	Tests and Measurements
EDUC 520	Balanced Literacy: Techniques and Materials for Classroom Reading Instruction
EDUC 525	Content Area Literacy Development
EDUC 532	Techniques and Materials of Remedial Reading
EDUC 535	Practicum in Remedial Reading
EDUC 625	Seminar in Reading
ENOL 419G	Composition for Teachers, or
ENOL 572	Approaches to Teaching Literature
PSYH 610	Literacy and Language Development

*Certification requires a master's degree and three years teaching experience

Special Education

1. Professional Education *12 semester hours*

EDUC 500	Methods of Education Research
PSYH 600	Advanced Human Development

Choose one of the following courses:

EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design
EDUC 505	Secondary School Curriculum Design,

Choose one course in reading instruction:

EDUC 520	Techniques and Materials for Classroom Reading Instruction
EDUC 530	Diagnosis and Correction of Reading Difficulties

2. Specialization Component *12 semester hours*

SPED 501	Survey of Exceptional Learners
SPED 503	Behavior Management for Exceptional Learners
SPED 511	Assessment Procedures of Exceptional Learners
SPED 513	Diagnostic and Prescriptive Teaching
SPED 515	Instructional Procedures for Exceptional Learners

3. Suggested Electives *6 semester hours*

SPED 401G	Early Childhood Programs for Exceptional Learners
SPED 403G	Career Education for Exceptional Learners
SPED 405G	Programs and Services for Exceptional Learners

Educational Leadership*

1. Professional Education *12 semester hours*

EDUC 500	Methods of Educational Research
EDUC 502	Curriculum Design
EDAD 545	Introduction to Educational Administration
EDAD 554	Human Resource Development

2. Specialization Component *12 semester hours*

EDUC 573	Computers in Education
EDAD 530	School Law
EDAD 555	Educational Leadership Practicum
EDAD 576	Seminar and Practicum, The Principalship

3. Electives *6 semester hours*

EDAD 540	School Finance**
EDAD 560	School and Community Relations**

*Certification requires a master's degree
**required for Level II Certificate

Rank I Certificates

The preparation program for Kentucky's Rank I classification under the Foundation Law shall be planned in advance by the candidate and the graduate advisor in terms of one (I) or more of the following purposes:

(a) To improve the professional competency for the position covered by the initial teaching certificate;
(b) To extend the scope of professional competency to some certification area not covered by the initial certificate;
(c) To obtain preparation -certification required for professional advancement to a higher position.

Rank I classification requires the completion of a planned program of 30 semester hours beyond the Master's Degree or Fifth Year Certificate. Education 670, Directed Field Project, is required of all students.

Each program is especially planned for the student and requires a conference with an advisory committee before enrollment. Appropriate courses may be substituted for those taken at the Master's Degree level with the permission of the advisory committee.

A grade point of at least 3.0 is required for the Rank I Certificate. No comprehensive examination is required. Up to 15 hours credit may be transferred from other graduate institutions if appropriate to the student's planned program and the final grade is at least a "B." Students may not transfer correspondence courses into the program.

General Rank

Elementary , Middle or Secondary School Teacher

Through the General Rank I, program Union graduate students can enhance their skills as a classroom teacher. This program is guided by the Experienced Teacher Standards adopted by the Kentucky Professional Standards Board. Some courses listed as required may have been taken at the M.A. or Fifth-year level. Appropriate courses may be substituted by consulting with advisory committee or Dean of Graduate Academic Affairs.

1. Professional Education *9 semester hours*

EDUC 513	Advanced Instructional Strategies
EDUC 530	School Law
EDUC 670	Directed Field Project

2. Specialization Component *21 semester hours*

Reading and Writing Endorsement Curriculum*

1. Professional Education *6 semester hours*

EDUC 670	Directed Field Project
EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design
EDUC 505	Secondary School Curriculum Design

2. Specialization Component *24 semester hours*

EDUC 511	Tests and Measurements
EDUC 520	Balanced Literacy: Techniques and Materials for Classroom Reading Instruction
EDUC 525	Content Area Literacy Development
EDUC 532	Techniques and Materials of Remedial Reading
EDUC 535	Practicum in Remedial Reading
EDUC 625	Seminar in Reading
ENGL 419G	Composition for Teachers
ENGL 572	Approaches to Teaching Literature
PSYH 610	Literacy and Language Development

*Certification requires a master's degree and three years teaching experience.

Educational Leadership

Through the Rank I Program at Union College students can obtain certification as a Principal (P-12) or Supervisor of Instruction (K-12).

Principalship (P-12)

Level I Courses

EDUC 502	Curriculum Design
EDUC 573	Computers in Education
EDAD 530	School Law
EDUC 545	Introduction to Educational Administration
EDAD 554	Human Resource Development
EDAD 555	Educational Leadership and Practicum
EDAD 576	Seminar and Practicum in the Principalship

Level II Courses

EDAD 540	School Finance and Business Operation
EDAD 560	School and Community Relations
EDAD 670	Directed Field Project

Supervisor of Instruction Certification Program (K-12)

Prerequisite Courses

EDUC 500	Methods of Educational Research
EDUC 502	Curriculum Design or
EDUC 600	Advanced Curriculum
PSYH 600	Advanced Human Development or
PSYH 650	Advanced Educational Psychology
EDUC 501	History & Philosophy of Education
EDUC 511	Tests & Measurements
EDUC 520	Techniques & Materials for Classroom Reading Instruction

Level I Certification Requirements *18 semester hours*

EDUC 505	Secondary School Curriculum Design
EDAD 645	School Organization & Administration
EDAD 654	Improvement of Instruction through Supervision
EDUC 680	Research & Seminar in Supervision
SPED 501	Survey of Exceptional Learners

Choose one of the following courses:

EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design

Level II Courses *12 semester hours*

EDAD 630	School Law
PSYH 640	Group Process
EDAD 660	School & Community Relations
EDAD 670	Directed Field Project

Course Descriptions

Each course is offered for three semester hours of credit unless otherwise noted.

Biology

BIOL 421G. Biochemistry (3)
Study of the chemistry, energetics, and metabolism of biomolecules, such as carbohydrates, proteins, lipids, nucleic acids, enzymes, and vitamins with reference to living systems. *Prerequisite: CHEM 312 Organic Chemistry or its equivalent.*

BIOL 561. Topics in Biological Science (3)
A lecture and discussion approach to topics and issues of contemporary importance and interest in the biological science. Students extensively explore a single topic each term or semester. Students may repeat the course when an alternate topic is emphasized. Possible topics include: Cancer, Immunobiology , Human Evolution, Human Reproduction and Development, Human Genetics, Plants and People, etc.

BIOL 600. Research Investigations (3)
An independent research problem in which the student must demonstrate his or her ability to employ the scientific method in carrying out an original scientific investigation. A typewritten and bound manuscript will be required. An examination mayor may not be given, depending on the nature of the problem selected. *Prerequisite: Permission of instructor and approval of the Division Chair and Dean of Graduate Academic Affairs.*

Chemistry

CHEM 431G. Organic Spectroscopy. (3)
This course provides an in-depth understanding of the instrumentation and techniques of modern spectroscopic methods and their application to structural elucidation. Interpretation from techniques such as MS, UV -VIS, IR. NMR and NOESY will be stressed.

CHEM 561. Selected Topics in Chemistry (3)
Topics from current and/or specialized areas of chemistry such as industrial or environmental chemistry. Will vary according to students' needs. May be repeated for a maximum of 6 credit hours if topics differ. For secondary teachers of chemistry, physics and biology.

CHEM 600. Research Investigations (3)
An introduction to research in which the student must demonstrate an ability to use the scientific method by conducting an original scientific investigation. A typewritten report will be required. An examination may or may not be given, depending on the nature of the problem selected. *Prerequisite: Permission of instructor and I approval of the Division Chair and Dean of Graduate Academic Affairs.*

Economics

ECON 501. Economics in Social Studies. (3)
This course is designed to familiarize social studies teachers with economics concepts and applications that are appropriate for grades 7-12.

ECON 504. Current Topics in Economics (3)
A survey of economic theory , including examples of how it can be taught to K -12 students through examination of current events from the news.

ECON 551. Environmental Economics for Teachers (3)
Methods and materials for integrating economics into the curriculum, focusing on societal choices in the use of scarce resources related to ecosystem survival, environmental quality, and human welfare.

ECON 601. Economics for Teachers (3)
Opportunities to include economic education in any subject area, at any grade level. Teachers in this course discover that they already know and teach economics without realizing it, and learn of ways to expand this instruction, or to develop their own plans for teaching economics to their students. This course is designed for teachers and assumes no background in economics.

ECON 605. Consumer Economics for Teachers (3)
An introduction to areas of consumer economics that can be applied at any level, K-12. The course will also provide education in consumer economics issues, which will be of personal interest and use to teachers as consumers.

Education

EDUC 440G. Introduction to Early Childhood Education (3)
Survey of the physical, emotional, mental, and psychological development of the child under ten, and the role of the early elementary teacher in working with such a child.

EDUC 441G. Teaching Social Studies (3)
Methods and materials for the teaching of elementary school social studies including kindergarten through eight curricula. The philosophies, terminology, and evaluation methods and materials will be included.

EDUC 460G. Learning Theories for Educators (3)
The major focus of this course is an exploration of how individuals learn, including specific learning theories and their relation to classroom teaching.

EDUC 500. Methods of Educational Research (3)
Covers types of research, selection of problems, collection and classification of data, organization, presentation, and interpretation of materials. Includes computer application. This course should be taken during the first half of the Master of Arts program. Students must take this course before the term in which the comprehensive examination is scheduled.

EDUC 501. History and Philosophy of Education (3)
Explores the historical antecedents of American education and the influence of various educational philosophies. Particular attention is given to the main philosophical approaches to teaching, with emphasis on students developing a rationale and strategy for incorporating these ideas in the classroom setting.

EDUC 502 Curriculum Design (3)
Curricula organization, materials, and methods. Techniques for evaluating and constructing curricula in accordance with Transformations: Kentucky's Curriculum Framework and Kentucky's Plan of Studies.

EDUC 503. Elementary Curriculum Design (3)
Examines the fundamentals of curriculum theory and design and the research that informs and shapes reform efforts. Current trends will be discussed in relation to historical precedents and future needs. Previously EDUC 603.

EDUC 504. Middle School Curriculum Design (3)
Introduces and explains the organization and components specific to middle school education and presents current information gathered from studies and research to provide contemporary and realistic examples. The activities will prepare teachers to evaluate the effectiveness of a middle school curriculum and its congruence with Transformations: Kentucky's Curriculum Framework and the Plan of Studies as well as its effectiveness in promoting student learning. Previously EDUC 605.

EDUC 505. Secondary School Curriculum Design (3)
Introduces and explains the various foundations and components of secondary education and presents current information gathered from studies and research to provide contemporary and realistic examples. The activities will prepare teachers to identify important components and features of the secondary school curriculum, evaluate the

congruence of a curriculum with Transformations: Kentuckv's Curriculum Framework. and evaluate its effectiveness at promoting student learning. Previously EDUC 604.

EDUC 511. Tests and Measurements (3)
Instruments and techniques for evaluating abilities, aptitudes, personality traits, and interests examined, and teacher-made evaluative instruments given special emphasis. Application of test results to vocational and educational guidance stressed. Special attention is given to the exceptional child in the evaluative process.

EDUC 513. Advanced Instructional Strategies (3)
A study of models of instruction, which focus on information processing models employing inductive and deductive reasoning and social models such as cooperative learning and role playing. Students will develop an instructional unit using the Curriculum Planning Map .

EDUC 520. Balanced Literacy: Techniques and Materials for Classroom Reading Instruction (3)
A survey course which briefly examines competing theories of reading/language arts instruction and the proposes an approach which emphasizes consistency and structure in implementing whole language principles. For teachers of early childhood through older elementary grades.

EDUC 525. Content Area Literacy Development (3)
Introduces students to the unique literacy demands of different disciplines, the instructional or study strategies which enhance content coursework, and the unique needs of the non-reader in the content classroom. For middle or high school teachers, as well as those seeking the reading and writing endorsement.

EDUC 530. Diagnosis and Correction of Reading Difficulties (3)
A classroom teacher's guide for identifying, planning, implementing, and assessing reading difficulties within the regular classroom. Topics covered include collaboration, grouping, reading, standardized testing, informal/ongoing assessment, and direct instruction of skills. For classroom and collaborating teachers.

EDUC 532. Techniques and Materials of Remedial Reading (3)
Examines basic characteristics and needs of the remedial student, the principles which underlie all successful remedial instruction, the diagnostic cycle of instruction, and the techniques and materials useful in tutorial/resource setting. For collaborating, Title I, and special education teachers, as well as those seeking the reading and writing endorsement.

EDUC 535. Practicum in Remedial Reading (3)
A supervised experience in a tutorial situation. Students will be responsible for testing, planning the instructional cycle, and writing a case study report. For those seeking the reading and writing endorsement. *Prerequisite: EDUC 532*

EDUC 550. Foundations of Gifted Education (3)
A study on gifted education that will enable teachers to identify and work with the gifted student. Includes discussion of the various categories of giftedness other than I.Q. The course will also include screening and evaluating, needs assessment, and counseling techniques.

EDUC 560. Supervision of Student Teaching (1-3)
Designed for classroom teachers who assume the responsibility of supervising student teachers. Experiences deemed necessary for developing students into effective teachers are considered. *Prerequisite: One year of teaching experience or consent of the instructor.*

EDUC 573. Computers in Education (3)
Designed for teachers, supervisors, and administrators. A hands-on experience with microcomputer operation, introduction to BASIC, use of software, and information about instructional and management uses in schools. No previous experience with microcomputers required.

EDUC 600. Advanced Curriculum (3)
Study of theory, principles, practices, procedures in current curriculum development and reorganization. *Prerequisites: EDUC 502,503,504 or 505 or by permission of professor.*

EDUC 625. Seminar in Reading (3)
Examines advanced models and theories of reading, as well as the role and responsibilities of the reading specialist. For those seeking reading and writing endorsement. *Prerequisite: a surveyor methods class in reading instruction.*

Educational Administration

EDAD 530 School Law (3)
History of legal provisions for public education in the United States, interpretation and application of present school law, federal and state.

EDAD 545 Introduction to Educational Administration (3)
Organization of the modem public school, staff-teacher relationships, programs of studies, teacher records and reports, personal and public relations, utilization of teacher time and physical facilities, and the impact of judicial policy making.

EDAD 554 Human Resource Development (3)
A study of the purposes, principles, and techniques of educational supervision. Emphasis on the instructional aspects of school administration. *Prerequisite: Must be accepted into an educational leadership program.*

EDAD 576 Seminar and Practicum in the Principalship (3)
Designed to provide the student with a P-12 practicum experience of 100 clock hours under the direction of one or more building principals. *Prerequisite: Completion of 12 semester hours towards Principalship certification.*

EDAD 630 School Law (3)
History of legal provisions for public education in the United States, interpretation and application of present school law, federal and state.

EDAD 640 School Finance and Business Management (3)
Federal, state and local financing of schools, equalization of educational opportunities, sources of school revenue, school budgets, and business methods of accounting. *Prerequisite: Must be accepted into an educational leadership program..*

EDAD 645 School Organization and Administration (3)
Organization of the modem public school, staff-teacher relationships, programs of studies, teacher records and reports, personal and public relations, utilization of teacher time and physical facilities, and the impact of judicial policy making.

EDAD 650 School Plant and Transportation (3)
Planning, construction, and maintenance of school plants, the operation and administration of programs for pupil transportation.

EDAD 654 Principles of Supervision (3)
Study of the purposes, principles, and techniques of educational supervision. Emphasis on the instructional aspects of school administration. *Prerequisite: Must be accepted into an educational leadership program.*

EDAD 655 The Elementary School Principal (3)
Analysis of the role of the principal in the modem elementary school. *Prerequisite: Must be accepted into an educational leadership program.*

EDAD 656 The Secondary School Principal (3)
Analysis of the role of the principal in the modem secondary school. *Prerequisite: Must be accepted into an educational leadership program.*

EDAD 657 The Middle School Principal (3)
Analysis of the role of the principal in the modem middle school. *Prerequisite: Must be accepted into an educational leadership program.*

EDAD 660. School and Community Relations (3)
Examination of school-community relationships. Special emphasis on leadership roles, operational modes, communication concerning public school relations. *Prerequisite: Must be accepted into an educational leadership program.*

EDAD 670. Directed Field Project (3)
Required in all Rank I programs. Following prescribed guidelines, the student works on a problem of practical significance in the school, or school district and prepares a formal project report. A written project proposal is prepared during the first month of the course. Students must complete course requirements by the end of the term in which they are registered. Regular consultation with the instructor is expected. *Prerequisite: Must be accepted into an educational leadership program. Completion of 12 semester hours toward Rank I certification, and permission of instructor .*

EDAD 676. Research and Seminar in Elementary Education (3)
Designed to acquaint the student with recent research and to identify trends, innovations, and problems in elementary education. The student works in a practicum setting for 100 clock hours under a qualified administrator, reports on recognized research studies, keeps a log of practicum experiences, and participates in scheduled seminars. *Prerequisite: Must be accepted into an educational leadership program. Completion of 12 semester hours toward Rank I certification, and permission of instructor .*

EDAD 677. Research and Seminar in the Middle School (3)

Designed to acquaint the Student with recent research and to identify trends, innovations and problems in middle school education. The student works in a practicum setting for 100 clock hours under a qualified administrator, reports on recognized research Studies, keep a log of practicum experiences, and participates in scheduled seminars. *Prerequisite: Must be accepted into an educational leadership program. Completion of 12 semester hours toward Rank I certification, and permission of instructor.*

EDAD 678. Research and Seminar in Secondary Education (3)

Designed to acquaint the student with recent research and to identify trends, innovations, and problems in secondary education. The student works in a practicum setting for 100 clock hours under a qualified administrator, reports on recognized research Studies, keeps a log of practicum experiences, and participates in scheduled seminars. *Prerequisite: Must be accepted into an educational leadership program. Completion of 12 semester hours toward Rank I certification, and permission of instructor.*

EDAD 680. Research and Seminar in Supervision (3)

Designed to acquaint the Student with recent research and to identify trends, innovations, and problems in supervision. The student works in a practicum setting for 100 clock hours under a qualified administrator, reports on recognized research Studies, keeps a log of practicum experiences, and participates in scheduled seminars. *Prerequisite: Must be accepted into an educational leadership program. Completion of 12 semester hours toward Rank I certification, and permission of instructor .*

EDAD 685 Seminar in the Superintendency (3)

Designed to acquaint the student with the role of the superintendent, including strategic visioning and planning; the role of the school board; community relations; and legal concerns.

English

ENGL 401G. Modern Grammar (3)

An intensive review of traditional grammar in combination with selected material from structuralist views of linguistic analysis and theories of transformational grammar. Attention is paid to the practical application of each. Offered in even numbered years only.

ENGL 402G. Advanced Composition (3)

Further developing what has been learned in previous courses reinforces writing competency. The instructor will assign factual narratives, autobiographies, or other significant writing projects. Offered in even numbered years only.

ENGL 419G. Composition for Teachers (3)

Review of basic elements of composition with regular writing assignments in both expository and argumentative modes. Techniques of marking and evaluation of Student papers. Research techniques, a methodology for teaching Students to develop a research paper and practical application of the methodology through the assignment of a research paper is an integral part of the course itself. (On demand.)

ENGL 421G. History of the English Language (3)

A Study of the origins and development of the English language from Anglo-Saxon times to the present. Supplementary readings in early and medieval English history with emphasis on the effects of historical events on language change. Offered in odd numbered years only.

ENGL 425G. African-American Literature. (3)

A critical and historical Study of the development of African- American literature in its various forms (slave narrative, essay, folktale, short story, poetry, novel, and drama) from its beginnings to the present.

ENGL 431G. Contemporary American Literature: Fiction (3)

A critical and historical Study of the major American fiction (short stories and novels) since 1940, beginning with Richard Wright and J.D. Salinger and proceeding through the experimental fiction of the present time.

ENGL 451G. Modern Poetry (3)
American and British poetry , with consideration of ways of reading, criticizing, and writing verse in this century . Offered in odd numbered years only.

ENGL 578. Approaches to Literature (3)
Intensive study of approaches to poetry, short stories, or drama" This course may be taken more than onceproviding that the course content is different.

ENGL 571. Advanced Study of Literature (3)
Intensive study of a literary period" This course may be taken more than once providing that the course content is different.

ENGL 572. Special Topics in Literature (3)
Intensive study of a literary topic, author or theme. This course may be taken more than once providing that the course content is different. The class schedule will designate the specific content covered.

ENGL 595. Independent Study in English
Independent study of research on an approved topic" May be repeated for credit.

ENGL 599. Master's Thesis

Environmental Studies

ENVS 550. Environmental Education Strategies (3)
A two-week workshop designed to foster a greater understanding of our environment through a combination of classroom and direct first-hand experiences" Offered in summer only.

Fine Arts

FNA T 501. Fine Arts in the Elementary School (3)
Fine Arts in the Elementary School is designed to enhance the teaching of Music, Art, and Drama in the Elementary School.

General Science

GNSC 561. Topics in Physical Science (3)
Enrichment and updating elementary and middle grade teachers on selected topics in astronomy, physical science and modem physics. Selected science journal off-prints will be reviewed. The course will include several lecture demonstrations and hands-on experience with laboratory equipment.

GNSC 570. Earth Science for Teachers (3)
A course for middle school and elementary teachers presenting earth science concepts outlined in Kentucky's Program of Studies. Students will model a river system and the habitats of three different organisms.

GNSC 571. Literary Approach to Life Science (3)
A course for elementary school teachers presenting an integrated approach to scientific instruction using fictional children's literature and laboratory activities as its foundation. Students will study the life cycle of organisms, using terraria and aquaria to model habitats and ecosystems. Offered Spring odd years.

GNSC 584. Plate Tectonics (3)
A theory which professional geologists once scoffed at has revolutionized earth science in the last decades. In this combination lecture/laboratory course, students will construct models and analyze actual data to reconstruct the historical development of this important theory.

Health

ILTH 451G. School and Community Iealth (3)
Reveals the relationship needed between the school and community to promote the total health of the population. Speakers are secured from official agencies, voluntary agencies, professional agencies, sponsored agencies, and other colleges. Small groups instruction is used for discussion, field trips, and study through audio-visual aids" A variety of health areas are covered, including nutrition, physical fitness, drugs, alcohol, tobacco, human sexuality, and emotional health.

IL TH 475G. Critical Areas in Health (3)
Specific health problems confronting society today, with particular reference to secondary-age students.

HL TH 551. Readings in Health (3)
A course enabling the students to research the literature in the area of health, not only to increase basic knowledge, but to become acquainted with current trends and issues.

HL TH 582. Safety Education (3)
Accident problems in the home, in the school, at work, and on the highways are discussed with the purpose of being able to influence those who teach by preparing them in the various areas of safety .Groups specialized in a variety of safety areas, such as National Safety Council, American Red Cross, Bureau of Mines, and Kentucky State Police will be utilized.

HL TH 595. Independent Study (3)
Independent study in the field of health. May include practical field experiences.

HLTH 599. Master's Thesis (6)

History

HIST 471G. The Middle Period (1821-1850) (3)
A detailed examination of Jackson, politics, and the culture of the period. The course emphasizes the Age as one of chaos, and considers conflicting interpretations of the period.

HIST 446G. History of Russia (3)
Russia history since 1689.

HIST 470G. Twentieth Century America (3)
Selected topics on the Nation's history since 1900.

HIST 475G. Special Topics in History (3)
Designed for teachers in special areas of interest.

HIST 521. History and Culture of Appalachia (3)
This course focuses primarily on the impact of industrialization and modernization in Southern Appalachia since the Civil War. It emphasizes the great diversity of historical and cultural experience within the Region.

HIST 531. The American Revolutionary Era (3)
The background of the revolution. The Continental Congress and the Confederation at work; internal problems and strife; military and naval events; foreign relations; the road to final independence and peace. Offered in even numbered years only.

HIST 551. Civil War and Reconstruction (3)
A study of the Civil War and Reconstruction period in American history.

HIST 561. Directed readings and class discussion on topics in world history since 1789.

HIST 595. Independent Study

HIST 599. Master's Thesis

Mathematics

MATH 531. Topics in Modern Math for Elementary Teachers (3)
A study from a historical and theoretical viewpoint of topics in mathematics taught in elementary grades. Number systems, number theory, real numbers, logic, geometry, probability and statistics. Credit not granted to students who have completed both MATH 203 and 204. Offered in Summer only.

MA TH 532. Modem Math Laboratory (3)
An active involvement in laboratory/hands-on experiences with multibase blocks, Cuisenaire rods, fraction squares and bars, geoboards, Power Solids, etc. All topics are taught using concrete material to develop concepts. Topics: probability, space and dimensionality, measurement, structure, procedures, change, number and technology. *Prerequisites: MATH 531 or MATH 203 and 204 are recommended. Offered in the spring, evenings only.*

Music

MUSC 520. Special Topics in Music History and Literature (3)
Intensive study and research pertaining to a selected composer, genre, or historical period.

MUSC 570. History and Literature of the Wind Band (3)
A survey of the history and development of wind band instrumentation and literature from the 18th century to the present.

MUSC 572. Advanced Choral Conducting (3)
Advanced study and drill in the areas of conducting and rehearsal techniques, voice-building for choirs, score study, and performance practice.

MUSC 573. Survey of Choral Literature (3)
A study of works representing the major genres of choral music from the Renaissance to the present.

MUSC 574. Advanced Instrumental Conducting (3)
A practical study of instrumental conducting techniques, with emphasis on physical technique, score study, rehearsal procedure, and stylistic interpretation. *Prerequisite: Undergraduate instrumental conducting or permission of the instructor .*

MUSC 575. Computer Application in Music (CAIM) (3)
A survey of equipment and software available for computer assisted instruction in the public schools. Includes programming techniques for creating locally focused instructional modules.

MUSC 595. Independent Study (3)

MUSC 599 Master's Thesis (6)

Physical Education

PHED 425G. Psychological Foundations of Sport and Human Performance (3)
A combination undergraduate/graduate level course exploring the field of Applied Sport Psychology .The objective of the course is to enable students to comprehend and apply available information in order to enhance their effectiveness as coaches and teachers.

PHED 501. Health, Nutrition, and Physical Education (3)
A comprehensive course involving issues, concerns, and program design in health, nutrition, and physical education at the elementary school level.

PHED 503 Curriculum Design in Physical Education (3)
A comprehensive course intended to equip the Student with the necessary information to design a curriculum plan in Physical Education at any level. Past, present and future trends will be analyzed along with various influences that impact the field. Creative methods of instruction will be emphasized as well as interdisciplinary considerations .

PHED 525. Motor Learning in Physical Education (3)
An in-depth Study of motor learning theories, principles, and application in physical education programs.

PHED 550. Seminar in Physical Education
An advanced course of selected topics of interest in the field of Physical Education.

PHED 595. Independent Study

PHED 599. Master's Thesis

Physics

PHYS 401G. Principles of Modern Physics (3)
Elementary concepts of quantum mechanics. Selected topics in atomic and nuclear physics. *Prerequisites: Two semesters of calculus.*

PHYS 411G. Classical Mechanics (3)
For secondary teachers of physics. Motion of a particle; systems of particles and rigid bodies; moving coordinate systems; Lagrange's equations; small oscillations. *Prerequisite: Three semesters of calculus.*

PHYS 600. Research Investigations (3)
An introduction to research in which the Student must demonstrate an ability to use the scientific method by conducting an original scientific investigation. A typewritten report will be required. An examination mayor may not be given depending on the nature of the problem selected. *Prerequisite: Permission of instructor and approval of the Division Chair and Dean of Graduate Academic Affairs.*

Psychology

PSYH 402G. Counseling Theories and Techniques (3)
Basic theories, types, and techniques of counseling. Practice in individual and group techniques of interviewing.

PSYH 4100. Psychology of Addiction (3)
Major emphasis is on factors determining the development of addictions, including physiological, emotional, cognitive, and behavioral dimensions of the addictive process. Also emphasizes intervention and treatment strategies for the various types of chemical dependency and substance abuse.

PSYH 4600. Theories of Personality (3)
Nature of penalty structure and dynamics. Classical psychoanalysis, social psychological, and stimulus-response theories included.

PSYH 461G. History and Systems of Psychology (3)
Origins of psychological thought within science and philosophy, tracing the development of systems and theories with German, British and American psychology .

PSYH 4700. Theories of Learning (3)
Basic fundamentals of learning theory as formulated by such theorists as Thorndike, Pavlov, Guthrie, Skinner, and Hull. Attention is given to the empirical support of various theories plus recent developments in cognitive psychology.

PSYH 595. Independent Study (3)

PSYH 599. Master's Thesis (6)

PSYH 600. Advanced Human Development (3)
Psychological development from birth to maturity .Emphasis upon the principal concepts and problems in the development of the individual. Exceptionality and multicultural differences are considered.

PSYH 610 Literacy and Language Development (3)
For persons working toward an endorsement in reading and writing, psychology majors, special educators, and other individuals interested in the neuropsychological processes involved in the acquisition and development of language skills. Emphasis will be placed on research that illuminates the way people learn to read, the interrelationship of motivation and attention, and the origins of disability.

PSYH 640. Group Processes (3)
A Study of theory and practice in group dynamics. The process and implications of group process, group counseling, and the human potentiality are explored.

PSYH 650. Advanced Educational Psychology (3)
The Study of advanced psychological concepts and principles as applied to classroom management and student learning. Major emphasis is given to the translation of theoretical foundations of psychological knowledge to practical classroom applications. Behavioral, cognitive, and humanistic perspectives are explored in relation to teacher-Student relationships.

Sociology

SOCI 421G. Rural and Urban Sociology (3)
Comparative and interrelated Study of urban and rural life considering the physical, institutional, social and economic factors of modern life in cities and in the countryside.

SOCI 433G. Social Change (3)
Introduces students to the problems of development and change. Examples will be drawn from Third World models of development, nationalism, imperialism, environmentalism, and human rights. The course is interdisciplinary, with emphasis on historical, economic, environmental and sociological aspects.

SOCI 460G. Sociological Theory (3)
The major theories which have proved useful in investigating the nature of society are examined as cultural products, ideologies, and scientific models. Special attention is given to major figures such as Comte, Durkheim, Weber, Merton, C. Wright Mills, White, and Sorokin in the emergency and convergence of their theoretical development. Lecture and discussion in a seminar setting.

SOCI 464G. Sociology of Deviance and Criminology (3)
This course will develop an understanding of the social definitions and implications of deviance. Various types of deviant behavior and relevant theories of society will be addressed.

SOCI 511. Educational Sociology (3)
An analysis of schooling and education in a social, historic, and economic perspective. Special attention is given to the socialization of the child within and outside the school in light of the dominant culture forces in Western Society .

SOCI 595. Independent Study

SOCI 599. Master's Thesis

Special Education

SPED 401G. Early Childhood Education for Exceptional Learners (3)
This course is designed to provide a general overview of current models of education for disabled infants and preschoolers in self-contained, mainstreamed or home setting.

SPED 403G. Career Education for Exceptional Learners (3)
This course provides students with methods and materials for infusing career education for the mildly disabled (K-12).

SPED 405G. Programs and Services for Exceptional Learners (3)
This course is designed to help students review various types of services and program delivery systems available to exceptional students. Current legal requirements and ethical considerations involved with specific decisions of placement and programs are explored.

SPED 501. Survey of Exceptional Learners (3)
This survey course is designed to acquaint students with all types of exceptional children including the physically and mentally disabled. socially and emotionally disturbed, and the gifted and talented as well as methods of adapting education to meet the needs of these children.

SPED 503. Behavior Management for Exceptional Learners (3)
This course will help students study and apply theories and procedures currently utilized in the field of special education for the educational management of students with emotional/behavioral disabilities. *Prerequisite: SPED 501.*

SPED 511. Assessment Procedures for Exceptional Learners (3)
This course will help students learn and apply assessment procedures for children with learning disorders in academic and social behavior areas. Emphasis will be placed on the use of various informal and formal assessment methods. *Prerequisites: SPED 501 and SPED 503.*

SPED 513. Diagnosis and Prescriptive Teaching (3)
This course is designed to help students study educational procedures designed to develop skills in diagnosing and prescribing educational strategies for children with learning and behavioral problems. *Prerequisites: SPED 511.*

SPED 515. Instructional Procedures for LBD Learners (3)
This course will present an overview of instructional strategies and teaching methods in addition to providing experiences in planning and implementing individualized programs for children who exhibit learning and behavioral problems.

SPED 517. Practicum in Special Education (3)
This course is devoted to field experiences in which students will develop skills in providing resources help to exceptional learners in resource rooms or integrated classrooms. *Prerequisites: SPED 501,503,511, and 513.*

SPED 521. Advanced Practicum (6)
Practical experiences in working directly with exceptional children, special education teachers and supportive personnel in school and service centers under the supervision of an experienced special education teacher . Application for this course is to be made a semester in advance. This course is to be taken during the last six hours of the program. This course is required for all candidates for LBD certification but do not have three years full time teaching experience with LBD students.

SPED 595. Independent Study (3)

SPED 599. Master's Thesis (6)

Board of Trustees

OFFICERS

Thomas C. Clark, M.B.A.
Chairman
Carl A. Pecko, Jr., M.B.A.
Vice Chairman
Gertrude M. McGuire, Ed.D.
Secretary
Jerry W. Carey, B.S.
Chairman Emeritus
Erland P. Stevens, Jr., LL.D.
Chairman Emeritus
Randall A. Stivers, B.S.
Chairman Emeritus

EX OFFICIO MEMBERS

Bishop Robert C. Morgan, D.D.
Louisville, KY
David C. Joyce, Ed.D.
Barbourville, KY
Steven E. Hoskins, M.B.A.
Barbourville, KY

TRUSTEE EMERITI

W. Arvil Allen, D.Min.
Louisville, KY
Robert L. Anderson, D.D.
Wilmore, KY
John C. Brinson, D.D.
Louisville, KY
Billy Joe Cox, D.D.
Louisville, KY
R. Walton Gardner, D.D.
Lexington, KY
Raymond W. Gibson, Jr., D.Min.
Lexington, KY
James E. Parker, Jr., M.D.
Louisville, KY
Homer C. Rice, Ph.D.
Atlanta, GA
Randall A. Stivers, B.S.
Corbin, KY
Harold W. Tatman, Jr., D.D.
Louisville, KY
William R. Triplett, D.Com.
Tucson, AZ
Ralph G. Wesley, D.D.
Somerset, KY

AT-LARGE MEMBERS

William H. Ball, Jr., A.B.
Browns Summit, NC
Nancy E. Blair, J.D.
Stamford, CT
James H. Burnaw, A.B.
Roswell, GA
Jerry W. Carey, B.S.
Barbourville, KY
Thomas C. Clark, M.B.A.
New York, NY
S. Ray Colclough, B.A.
Walland, TN
Gwendolyn C. Collins, B.S.
Lexington, KY
Roger D. Collins, B.D.
Lexington, KY
Albert D. Graham, Jr., Ph.D.
Carneys Point, NJ
David A. Jones, B.S.
Atlanta, GA
Jeanette B. Ladenburger, M.S.
Corbin, KY
Dwight O. Miller, Ph.D.
Blountville, TN
Maxine Stanley Murdoch, Ph.D.
Ardmore, PA
Rick H. Pack, Sr., M.D.
Louisville, KY
Kenneth L. Ramsey, B.S.
Nicholasville, KY
T. Stephen Rhodes, B.S.
Corbin, KY
James D. Rickard, B.B.A.
Corbin, KY
Birg E. Sergent, J.D.
Pennington Gap, VA
Leonard F. Shetler, Jr., B.S.
Copley, OH
William R. Strong, B.S.
Hazard, KY
Peggy Wallace, M.S.
Barbourville, KY

ALUMNI MEMBERS

Paul F. Isaacs, J.D.
Frankfort, KY
Annette Reed, B.S.
Smyrna, GA

KENTUCKY CONFERENCE

Margaret E. Adams, A.B.
Hazard, KY
Barry K. Carpenter, D.Ed.
Barbourville, KY
Donald W. Durham, D.D.
Lexington, KY
W. Patrick Hauser, J.D.
Barbourville, KY
Gertrude M. McGuire, Ed.D.
Cynthiana, KY
Roger C. Newell, M.Div.
Louisville, KY
R. Edward Parsons, B.A.
Harlan, KY
Carl A. Pecko, Jr., M.B.A.
Ashland, KY
Roy L. Pulliam, Jr.
Hazard, KY
Robert C. Rice, D.D.
Madisonville, KY
Erland P. Stevens, Jr., LL.D.
Ashland, KY
E. Ray Throckmorton, D.D.
Versailles, KY
Benny J. Wilson, D.M.D.
Barbourville, KY
Cecil H. Wilson, LL.D.
Barbourville, KY

FACULTY TRUSTEE

Vera Lynn Sheets, M.A.
Barbourville, KY
Daniel Covington, Ph.D. (alternate)
Barbourville, KY

STUDENT ASSOCIATE TRUSTEES

Nyrone Louis
Scarborough, Trinidad and Tobago
Kirsten Wathen
Flaherty, KY

Graduate Studies Personnel

Executive Leadership Team

***David C. Joyce**, President of the College (1996)*
B.A. Pfeiffer College; M.Div., Yale University; M.S., North Carolina State University; Ed.D., Vanderbilt University

***Jodie K. Barnes**, Vice President for Advancement (1997)*
B.A., The Ohio State University

***Steven E. Hoskins**, Vice President for Business Affairs (1990)*
B.S., Union College; M.B.A., Eastern Kentucky University

***Lisa Jordan-Payne**, Vice President for Student Life, Director of Bonner Scholars Program (1991)*
B.A., M.A., Union College

***Vernon G. Miles**, Vice President for Academic Affairs, Dean of the Faculty (1988)*
B.A, Belhaven College; M.A., Ph.D., University of Arkansas

***Joretta Nelson**, Vice President for Enrollment Management (2000)*
B.A., University of California Los Angeles; M.M., California State University

Graduate Academic Affairs

***William Bernhardt**, Dean of Graduate Academic Affairs (1987)*
B.A., M.A., Glassboro State College; D.Ed., The Pennsylvania State University

***Theda Johnson**, Secretary (1998)*

***Kathy Valentine**, Secretary (1998)*

Registrar

***Kathy Webb**, Registrar (1998)*
B.A., Eastern Kentucky University

***Karen Inkster**, Assistant Registrar (1976)*
B.S., M.A., Union College

***Daphine Keith**, Secretary (1981)*
B.S., Union College

Graduate Council Members

William E. Bernhardt, D.Ed.
Dean of Graduate Academic Affairs

Kathy Webb, B.A.
Registrar

Joni L. Caldwell, Ph.D.
Professor of Psychology

James R. Garrett, Jr., Ph.D.
Professor of English

William F. Henshaw, Ph.D.
Associate Professor of Physics

Ella Kay Hensley, Ph.D.
Professor of Economics

Larry Inkster, Ed.D.
Professor of Health and Physical Education

Freida Kalb, Ph.D.
Associate Professor of Graduate Education

Thomas J. McFarland, Ph.D.
Professor of Music

Donald R. Mussleman, Ed.D.
Associate Professor of Graduate Education

Dennis R. Rader, Ed.D.
Associate Professor of Education

Carrie Stephenson, M.S.L.S.
Reference and Public Services Librarian

Robert W. Swanson, Ed.D.
Professor of Graduate Education

John C. Taylor, Ph.D.
Professor of History

Steven Turner, Ed.D.
Associate Professor of Education

Glen A. Tilley, Ed.D.
Adjunct Professor of Education

Graduate Faculty

***William E. Bernhardt**, Dean of Graduate Academic Affairs; Professor of Education (1987)*
B.A., M.A., Glassboro State College; D.Ed., The Pennsylvania State University

***Joni L. Caldwell**, Professor of Psychology; Coordinator of the Counseling Program (1990)*
B.A., Constantin College of Liberal Arts; M.A., Ph.D., Braniff Graduate School, University of Dallas

***Robert E. Chandler, Jr.**, Professor of Biology (1989)*
A.B., Ripon College; Ph.D., Johns Hopkins University

***Stephen C. Everly**, Associate Professor of Chemistry (1995)*
B.S., United States Naval Academy; Ph.D., University of Idaho

***James R. Garrett, Jr.**, Professor of English; Director of Assessment (1989)*
B.S., University of Alabama; B.S., M.A., University of Montevallo; Ph.D., Auburn University

***Peggy Powell-Gray**, Associate Professor of Special Education (1998)*
B.S., M.S., Indiana State University; Ed.D., Indiana University

***William F. Henshaw**, Associate Professor of Physics (1993)*
B.S., West Virginia Institute of Technology; M.S., Purdue University; Ph.D., University of Virginia

***Ella Kay Hensley**, Professor of Economics (1984)*
B.A., M.A., M.A.M.R.D., Ph.D., University of Florida

***Larry Inkster**, Professor of Health and Physical Education (1973)*
B.S., M.A., Union College; M.S., Eastern Kentucky University; Ed.D., University of Kentucky

***Freida Kalb**, Associate Professor of Graduate Education (1995)*
B.A., M.A., George Peabody College for Teachers; Ph.D., University of Tennessee

***Van Michael Leslie**, Professor of History; Chair, Department of History, Religion, Philosophy and Ancient Languages (1991)*
B.A., Pikeville College; M.A., Ph.D., University of Kentucky

***Thomas J. McFarland**, Professor of Music; Chair, Department of Music and Fine Arts (1985)*
B.M., Union College; M.M., University of Akron; Ph.D., Kent State University

***Donald R. Mussleman**, Associate Professor of Graduate Education (2000)*
A.A., Monterey Peninsula College; B.S., East Tennessee State University; M.Ed., Ed.D, Virginia Tech.

***Dennis R. Rader**, Associate Professor of Education (1999)*
B.A., Oberlin College; Ed.D., University of Massachusetts

***James C. Raymondo**, Professor of Sociology (1988)*
B.A., M.A., Ph.D., University of Tennessee

***C. Ronald Rosenstiel**, Professor of Sociology (1984)*
B.A., M.S., M.A., Ph.D., University of Kentucky

***Randall C. Sheets**, Professor of Music (1985)*
B.M., Birmingham-Southern College; M.M., D.M.A., University of Illinois

***Robert W. Swanson**, Professor of Graduate Education (1980)*
B.S., Purdue University; M.S., Indiana University Northwest; Ed.D., Indiana University

***John C. Taylor**, Professor of History (1980)*
B.A., Juniata College; J.D., Duke University; M.A., Ph.D., Pennsylvania State University

***Steven Turner**, Associate Professor of Education; Chair, Department of Education (1998)*
B.S., M.S., Ed.D., Oklahoma University

***Andelys Wood**, Professor of English; Chair, Department of English, Communication and Modern Languages (1977)*
A.B., Middlebury College; Ph.D., Indiana University

Adjunct Graduate Faculty

Deann Allen
B.S., M.A., Ph.D., University of Tennessee

***Constance S. Danner**, Professor of English*
B.A., M.A., Ph.D., University of Nebraska Lincoln

Robert Hayes
B.A., Berea College; M.A., Eastern Kentucky University; Ed.D., University of Alabama

***Marshall E. Rasnake**, Professor of Graduate Education*
B.S., University of Tennessee; M.A., Teachers College, Columbia University; Ed.S., University of Tennessee; Ed.D., Memphis State University.

***H. Warren Robbins**, Professor Emeritus of Education*
B.S., Eastern Kentucky University; M.A., George Peabody College; Ed.D., University of Tennessee

Murrell P. Stewart
B.S., M.A., Eastern Kentucky University; Ed.D., University of Kentucky

Glen A. Tilley
B.S.M.E., M.A. Ed.S., Ed.D., East Tennessee State University

Graduate Faculty Emeriti

***Erwin S. Bradley**, Professor Emeritus of History and Political Science*
B.S., Juniata College; M.A., University of Michigan; Ph.D., Pennsylvania State University

***Arthur H. Hafner**, Professor Emeritus of Education*

A.A., Green Mountain College; Ph.B., Muhlenberg College; M.A., Lehigh University; Ed.D., Teachers College, Columbia University

***W. Gordon Marigold**, Professor Emeritus of Languages*

B.A., University of Toronto; M.A., Ohio State University; Ph.D., University of Toronto

***Deril K. Mays**, Professor Emeritus of Psychology*

B.S., Union College; M.A., University of Kentucky; Ed.D., University of Tennessee

H. Warren Robbins, Professor Emeritus of Education

B.S., Eastern Kentucky State College; M.A., George Peabody College; Ed.D., University of Tennessee

Catalog Disclaimer Statement

While this catalog was prepared on the basis of the best information available at the time of publication, all information - including statements of fees, course offerings, admission and graduation requirements - is subject to change without notice or obligation.

Full-time students continuously enrolled at Union College ordinarily may expect to graduate under the requirements stipulated in the catalog under which they entered. Students failing to enroll for a period longer than two years will fall under the catalog in effect when they return to full-time status. Student many appeal to the Vice President for Academic Affairs for exceptions to this policy.

The statements in this catalog are for information only and do not constitute a contract between the student and Union College. **Failure to read this bulletin does not excuse the student from the requirements and regulations described herein.**

UNION COLLEGE
KENTUCKY'S FIRST COLLEGE IN THE MOUNTAINS

Union College
310 College Street
Barbourville, KY 40906

UNION

2001-02

Undergraduate Catalog

Union College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor and Master level degrees, by the Kentucky State Department of Education, and is approved by the University Senate of the United Methodist Church. Union's Department of Business has been accredited for all of its degree programs by the International Assembly for Collegiate Business Education.

It is the policy of Union College not to discriminate on the basis of sex, race, color, disability, age, or national or ethnic origin in the admission of students, in its administration of educational or national programs, scholarships, loan programs, or other school-administered programs, or in athletic participation. Inquiries should be directed to Dr. Edward H. Black, Vice President for Human Resources and Planning.

Table of Contents

A Message from the President 5

The Union College Mission, Vision and Core Values 6

Goals for General Education 9

The Academic Program 11

The Curriculum 24

The Campus Community 97

Admission Information 99

Financial Aid and Fees 103

2001-2002 Academic Calendar 118

The Faculty 122

Faculty Emeriti 124

Administration and Staff 124

Presidents Emeriti 127

Index 129

A Message from the President

Our Mission Statement states that we are a "learning community dedicated to creating personal, intellectual, and social transformation through the pursuit of knowledge, wisdom, service, and spiritual growth." You are a significant partner in our learning community. Your future will be shaped both by what the College provides as well as by your time and efforts inside and outside of the classroom.

Many opportunities will be opened to you in academics, athletics, community service, and student activities. Interaction with faculty is fostered. For most students, one or two faculty members become role models, mentors of enormous influence who often times become lifelong friends and colleagues. The teaching and learning process is different at Union because classes are small, affording more opportunity for personal participation and more interaction with professors. There is immediate, real-time feedback from professor to student and it is difficult to hide in a class of fifteen students.

We provide you with significant opportunities to become involved in activities that foster individual maturation. The geographic compactness of our campus increases opportunities for you to meet and interact with students, faculty, and staff. Numerous opportunities will be provided to you to engage in extracurricular activities and to exercise leadership that will help you to become mature and effective graduates.

We look forward to partnering with you as you pursue your goals.

David C. Joyce
President

The Union College Vision

Union College identifies four components of a learning community necessary to effect personal, intellectual, and social, transformation – knowledge, wisdom, service, and spiritual growth. As a private, academically rigorous, liberal arts college of the United Methodist Church, we believe that spiritual growth is not only essential, it is also integrally related to the other components of the transformation process. Based on the Wesleyan vision that education is a union of "knowledge and vital piety," the College provides students an academic program and co-curricular activities that nurture a strong and active faith and lead them to see how a historically grounded religion is viable in contemporary cultures both at home and around the world. The College sees a special connection between service and spiritual growth; redemption is a social as well as an inner, personal experience. While these Wesleyan emphases define the tradition in which the College stands, the College also recognizes that Christian and other religious traditions see the same or similar connections between intellectual development and spiritual growth. Union College thus seeks to cultivate a learning community in which students, faculty, and staff explore together the intellectual and social dimensions of Christian faith.

The College is selective, student centered, values driven and is successful because of its location. The College is located in Barbourville, Kentucky, near the center of the Southern Highlands of Appalachia and is readily accessible to a variety of the Region's provinces with their great diversity of landscapes and historical experiences. The Region is visually appealing and has abundant opportunities for wilderness learning. The problems of the mountains, though sometimes grim and tragic historically, are also fascinating and relevant to many questions of modern life and provide the opportunity to investigate and understand universal applications through study and service.

The Union College Mission

Union College is a learning community dedicated to creating personal, intellectual and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth.

The College challenges the mind, heart, and spirit by embodying and promoting the love of learning, integrity of character, the spiritual quest, and civic responsibility as embraced by the non-sectarian traditions of the United Methodist Church. The traits of character required for individuals to be successful at worthwhile endeavors are encouraged, nurtured, coached, and modeled at Union College. Union College Core Values are created from the traits of judgment, character, moderation, justice, faith, hope, love, and civic responsibility. Operating principles founded on the core values model and guide the College, its students, faculty, and staff in day-to-day activities, learning, and work.

Union College helps students make learning connections. Students are provided opportunities to master key competencies and given opportunities for practical applications through an academically rigorous liberal arts curriculum. The learning environment of Union College is supported by a well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Diversity of perspectives and the application of knowledge are valued equally with disciplinary expertise and theoretical knowledge. The Core Curriculum reflects this vision and understanding of learning. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions are nurtured through a variety of on- and off-campus learning experiences. Integrated learning opportunities, technology, internships, service-learning, and interdisciplinary seminars are means used to shift the emphasis from just providing instruction to significantly improving student learning.

At Union College, technology is mission driven, outcomes oriented, and consistent with the core values of the College. The College library, academic computing, administrative computing, and

network are a single operating unit which focuses on different modes of learning and creating a learning community. Union College actively uses technology to improve teaching and learning and provides convenient access to information resources. The College nurtures an informed and self-sufficient user community through training and instruction.

Union College is a clean, safe, aesthetically pleasing and environmentally responsible campus which promotes social and communal interaction and supports the educational process. The purpose, vision, needs assessment, and evaluation of existing facilities and campus spaces are addressed in the College's facilities master plan. Based on an optimal enrollment of 800 full-time undergraduate students and a total of 1,000 full-time equivalent students, the College is a residential student-centered campus that fosters community and intimacy. Student, academic, and administrative spaces are modern, embrace technology, meet accessibility requirements and include as much flexibility, adaptability, and expandability as possible to accommodate the rapid rate of change in higher education. Campus landscaping and special campus areas help create a learning community. Immediate and future building sites have been identified and the architectural integrity of the campus will be maintained.

An active student life program takes advantage of the area's unique natural resources; promotes social, physical, and intellectual development; encourages personal responsibility; and represents the needs and voices of students on the campus. Students are provided numerous opportunities to participate in campus and off-campus activities which focus on academic and religious issues, wilderness experiences, service learning, governance, as well as literary, music, and professional clubs and organizations. Leadership development is nurtured throughout the College, and students are encouraged to learn and to exercise leadership in their daily lives through such opportunities and forums: the Board of Trustees as student associate trustees, Union College Community Government, residence hall councils, in the classroom, and in the athletic program of the College on and off the fields and floors of competition. The athletic program supports the mission and core values of Union

Core Values

Preamble

Union College challenges the mind, heart, and spirit by promoting the love of learning, integrity of character, the spiritual quest, the need for civility in all transactions, and the importance of civic responsibility.

Life-Long Learning

We embrace the love of learning and support each other's desire for life-long learning. We foster collaborative, connected, and active learning.

Spiritual Quest

We espouse the spiritual quest. We challenge each other to discover, intellectually articulate and claim a life-affirming spiritual faith and/or philosophy of life.

Civic Responsibility

We advance civic responsibility. We promote leadership and service as a means of achieving civic responsibility. We strive to become servant-leaders.

People

We advocate civility in all communications. We promote integrity of character by actively listening to each other, openly sharing information that may prove helpful to the situation, doing what is right, and being honest. We accept personal responsibility for our actions. We hold each other and ourselves accountable.

Celebrate Successes

We celebrate our people and their successes. We show respect for each other and the things that make our individual roles and contributions unique. We value opportunities and willingness to "get outside yourself."

College by creating an atmosphere where participants are viewed and treated as students first and athletes second. Student behavior is guided by the College's core values and operating principles, which promote personal responsibility and accountability.

Union College encourages the development of mutually-respectful and beneficial relationships with local, regional and broader communities through the sharing of cultural and recreational resources, educational opportunities, and economic development opportunities. Community relations efforts produce a strong and positive environment between the College and local and broader communities.

Union College is a financially sound college capable of funding the growth and development of programs, facilities, and scholarships. The College uses a financial planning model which defines the operational premises guiding the financial planning; identifies benchmarks to measure programmatic and financial strategies; and identifies financial ratios and normative data to measure the College's financial health. The College has a comprehensive advancement strategy designed to obtain the needed external financial resources in the form of endowment, gifts, and grants required to meet or exceed the College's needs.

The College's employees are its greatest resource. Individuals are respected and recognized for their contributions, provided fair and consistent treatment, and offered opportunities for personal and professional development. The College attracts gifted and talented persons to the community, provides a climate of support and encouragement, recognizes accomplishments, provides incentives for continued improvement, and holds them accountable for their work and contributions. A formal plan for setting and maintaining salary equity, keyed to benchmark institutions, is in place and is functioning.

Union College has an open, responsive, collegial, and efficient organizational structure that provides the means to achieve the institution's vision and fulfill its purpose. The committee structure and the composition of the Board of Trustees is responsive to the needs and vision of the College. An effective and efficient management organizational structure has clearly defined lines of responsibility and authority. The management organizational structure is responsive and communicates well. The standing committee structure and its composition facilitates the governance needs of the College.

Union College graduates are principled and productive citizens capable of creative thinking and problem solving. They are able to communicate effectively and are life-long learners who see being educated as a quality of mind, not simply an accumulation of facts and professional skills. They have developed habits of thought that value logic, open-mindedness, awareness of historic change and achievements, and sensitivity to cultural diversity. Union College graduates are prepared to assess new situations, to handle career changes, to deal with adversity, and to recognize and seize opportunities. They have been provided the opportunity for an education of high academic quality in a nurturing and challenging environment which both embodies and inculcates a tradition of intellectual, moral, spiritual, and civic virtue which effectively prepares them to be citizens of the world in the 21st century.

Goals for General Education

Communications Skills

A primary goal of Union College's academic program is to help students develop and improve their communications skills. This includes both expression (the ability to convey information and ideas to others) and comprehension (the ability to receive and understand information and ideas conveyed by others). An acceptable level of expression includes the ability to write and speak in a clear and cogent fashion, while comprehension requires the ability to read college level material, listen to lectures and retain and understand the content of the material presented. Therefore, a Union student should, by graduation, be able to:

1. write a clear and cogent essay based on his or her own ideas, which obeys the basic rules of grammar, spelling, and punctuation;
2. prepare and deliver a logical and organized oral presentation;
3. read and integrate information into previously acquired knowledge; and
4. listen to a lecture or presentation and recall and understand the major points.

Ethics and Values

As an institution related to the United Methodist Church and one fostering Christian values, Union College does attempt to develop ethical standards as an important part of any student's education. Students should learn to think about and discuss values and ethics and become aware of the major religious and ethical perspectives of humankind. The College encourages an awareness of the Christian faith and believes that students should develop a tolerance toward the viewpoints of others. Upon graduation, the Union student should be:

1. familiar with today's major religious and ethical ideals, and how they developed;
2. tolerant toward and respectful of these different views and ideals; and
3. able to think about and articulate problems and issues related to ethics and values.

General Knowledge

No education is complete without the acquisition of a solid base of general knowledge. Without such knowledge, the student will not be capable of developing his or her thinking and reasoning abilities. With this knowledge, students will have a storehouse of information that will help them more effectively exchange ideas, thoughts, and feelings with others. The constant expansion of and change in the corpus of information means that it would be futile to attempt to define precisely on a long-term basis what a student should know. Nevertheless, there are certain areas with which the student should be familiar, at least in general terms. By graduation, the Union student should have:

1. an ongoing interest in and appreciation for music, literature, and the arts, and the traditions on which these fields are founded;
2. an informed acquaintance with the natural and social sciences and technology, and a general awareness of their continuing impact and development through the ages; and
3. acquired reasonable mathematical and quantitative skills.

Critical Thinking and Problem Solving

The ability to think critically and to analyze and solve problems is an absolutely essential skill. In an increasingly complex world characterized by a constantly expanding flow of information, it becomes more and more necessary for educated persons in every field to be able to arrive at responsible and considered decisions. A college graduate who lacks these abilities is unlikely to succeed in any area of endeavor. Thinking and analysis develop over many years and cannot become fully developed during an undergraduate career. Union desires that its students make progress in this direction, however, by developing or improving upon their ability to:

1. understand abstract ideas;
2. analyze problems that involve complex sets of facts and relationships; and
3. think and reason in a critical, logical, and objective fashion.

Context

Understanding the modern world depends upon an adequate comprehension of the forces that continue to shape societies. There are many different interpretations of and explanations for the current world situation, and students are free—and encouraged—to develop their own opinions. During the college years, students have the opportunity to learn about the context of modern civilization—its antecedents and structure. By the completion of their undergraduate program, students should have:

1. increased their understanding of how the modern world works, including its peoples' increasing interdependence;
2. acquired a basic knowledge and appreciation of other cultures; and
3. developed an interest in, and comprehension of, current events and their history.

Learning Skills and Personal Development

The development of learning skills and personal development are important goals of all programs at Union College. In addition, courses are offered which are specifically designed to develop learning skills where these are lacking, helping students "learn how to learn." Students are also expected to become familiar with ways in which the library supports and complements a liberal arts education and how libraries can serve them throughout their lives. All students are offered the opportunity to use computers to assist their educational experience and to learn how the computer can be useful to them personally.

Commitment to the goal of personal development is evidenced at Union College by the requirement that all students extensively experience the liberal arts. Of special importance is Union's mission to serve the Appalachian people by making a liberal arts education available to the community. Students graduating from such a program will have developed a degree of confidence in their ability and will be prepared to go on in life with the expectation of success in a chosen endeavor. Appalachian students will also develop an increased appreciation of their own culture, place, and importance in the world.

The Academic Program

Vernon Miles, Vice President for Academic Affairs

Academic Calendar

Union College operates on an early semester system. The Fall semester begins in late August and ends before Christmas. The Spring semester runs from January to early May. The College has a three-week May interim session as well as two five-week summer terms.

Freshman Seminar

Union College requires all full-time incoming freshmen and transfer students with less than 12 credit hours to take the Freshman Seminar course. Classes for this one-hour course meet twice per week. The goal of this course is to maximize the student's potential to achieve academic success and to adjust responsibility to the individual and interpersonal challenges presented by collegiate life. Each course will cover a variety of topics considered essential to meeting this goal.

Disability Accommodations

The Office of Special Programs provides reasonable accommodations to students with documented disabilities. It is the student's responsibility to notify the Coordinator of Academic Support in the Special Programs Office, Centennial Hall Room 105, and to provide documentation of the disability. Union College recommends and encourages students to provide documentation either prior to or as early as possible in the semester. This will enable the Coordinator to confer with the student as soon as possible to discuss the options available to provide reasonable accommodation of the disability.

Course Load

The normal undergraduate student load is sixteen semester hours per semester. Students who have an average academic standing may register for a maximum of eighteen semester hours credit per semester. Students who attain a "B" average are permitted to earn up to twenty-one semester hours per semester. Any exceptions must be approved by the Vice President for Academic Affairs.

The maximum load in the May interim is three semester hours. The maximum load in each summer term is seven semester hours.

Class Attendance

1. Class attendance is required. Students are responsible for all work from the first day of class and are expected to attend all meetings of all classes for which they are registered.
2. All faculty members are expected to keep accurate records of class attendance.
3. Class absences due to circumstances beyond the control of the students will be excused by the instructor involved if the request is made within one week of return to campus. Class work or tests in these classes must be made up.
4. Class work and tests missed by the student while participating in an activity sponsored by Union College may be made up only when the faculty sponsor of such an activity signs the official absence list of students.

Withdrawal from Courses / The College

Withdrawal does not happen automatically when a student stops attending a class. Official withdrawals are made only on forms provided by the Registrar's office. It is the student's responsibility to complete this form, obtain the signatures needed, and return it to the Registrar's office. Failure on the part of a student to complete the withdrawal procedure will result in a grade of "F" for the term.

Note: The last day to withdraw from the college or from all courses for a given semester is also the last day to withdraw from a course with a grade of "W." The date for such withdrawals varies from year to year, but is noted in the Academic Calendar at the back of this catalog.

Course Numbering System

Courses numbered 100 or 200 are intended primarily for lower division students, and 300- and 400-level courses are generally reserved for upperclassmen. Freshmen or sophomores wanting to enter 300- or 400-level courses should confer with the department chair involved for permission to enroll. 400G, 500- and 600-level courses are restricted to graduate students.

Courses with hyphenated numbers (101-102) are used when the first semester is a prerequisite to the second.

Reserved Course Numbers

Some special numbers are reserved for specific types of courses or studies. They may be used in any department although they are not shown in the following pages under the specific listings.

001-099	Non-credit special interest courses
181, 281, 381, 481, 581	"Special Topics" courses — classes developed on a one-time or experimental basis, or a special innovative class
282, 482, 582	Special workshops, credit or non-credit
183, 283, 483, 583	Television courses through Kentucky Education Television Network
184, 284, 384, 484	May interim courses not listed under a regular catalog number
285, 485	Experiential Education - study abroad, internships, cooperative work, experience and vocational work experience
287, 487	Field Practicum in specialized areas
495, 595	Independent Study - individual research on approved topics not found in traditional courses. May be repeated on different topics.

Special Notations

Each course description indicates the semester the course will be offered - (F) for Fall Semester, (S) for Spring Semester and (Sum) for Summer Session.

Many regular year courses are offered in summer sessions but are not guaranteed offerings.

Courses indicated as being offered in "Even Years Only" are offered on an alternate year basis in academic years *beginning* with even numbers, such as 2000-01. "Odd Years Only" courses are offered on an alternate year basis in academic years *beginning* with odd numbers, such as 1999-2000.

Students should consult regularly with their advisors to ensure proper progress toward their degree. In the junior year, a curriculum plan is completed by the Registrar. This indicates the courses the student has already completed toward the degree major on file in the Registrar's office. **Each student is responsible for completing all requirements.**

The Grading System and Quality Points

Marks are reported in letters as follows:

A — Represents distinctly superior work, valued at four quality points for each semester hour

B — Represents above-average work, valued at three quality points for each semester hour

C — Represents average work, valued at two quality points for each semester hour

Cr —Indicates that a course has been passed satisfactorily

D — Represents inferior but passing work, valued at one quality point

F — Indicates failure with 0 credits and 0 quality points for each semester hour or failure to officially withdraw from a course

Beginning with the 1995-96 academic year, plus or minus may be added to the final grades and appear on the transcript; however, that will not affect the grade point average.

W —Indicates that a student withdrew during the first 12 weeks of the semester

I — Indicates that in the opinion of the instructor, the student has not been able to complete the required work of the course on time due to unavoidable circumstances.

This grade is issued solely at the discretion of the instructor. A grade of "I" submitted to the Registrar must be accompanied by a written statement from the course instructor which includes: 1) why the "I" was given; 2) the requirements that must be met by the student to remove the "I"; 3) the deadline the student has for meeting these requirements, and 4) the consequences of the student failing to meet these requirements by the deadline. The Registrar will send a copy of this statement to the student. An "I" received at the end of any semester must be removed before the end of the six-month period following the date on which the "I" was issued. Any extension to the six-month time limit must be made by agreement of the Instructor, Department Chair, Registrar and Vice President for Academic Affairs.

Quality Point Standing

The quality point standing of a student is determined by dividing the total quality points earned by the total number of semester hours registered minus the number of hours of Credit and Incomplete recorded.

Classification of Students

Freshman	less than 32 semester hours
Sophomore	32 semester hours
Junior	64 semester hours
Senior	96 semester hours

Credit/Fail Option

The purpose of the Credit/Fail option is to provide the opportunity for students to explore elective courses outside their area, major, or minor without engaging in competition with students specializing in those subjects and without jeopardizing their grade point average.

This option excludes all courses in the Liberal Education Core and any area, major or minor. It is available only to those students with at least sophomore classification and those maintaining a 2.0 grade point average. This option is also available to transfer students of sophomore classification and who have completed at least twelve hours of satisfactory work at Union College.

This option allows that no more than fifteen semester hours may be applied toward graduation with a Bachelor's degree, no more than two courses per academic year (July though June), and only two courses in any single discipline. No more than nine hours may be applied toward graduation with an Associate's degree.

A student must apply in the Registrar's office for the Credit/Fail option by the last date identified in the current academic calendar to withdraw from a course with a grade of "W." It is a matter between the Office of the Registrar and the student. The information is not available to instructors except when the student communicates the same to the instructor. A grade of "D" or above will be recorded as CR and an "F" will be recorded as such, but will not affect the grade point average.

Examinations and Reports of Marks

Examinations are held at the close of each semester. Tests are held at such times during each semester as the instructors may determine. Mid-semester and semester grades are reported by the instructors to the Registrar. **Mid-semester grades** are sent to the students' advisors as soon as possible, and students may obtain their grades from their advisors. Copies of **final semester grades** are mailed to the address designated by the student. Only final grades become a part of the student's permanent record.

Grade Appeal

Students are entitled to redress any grievances relative to grades. Students have one year in which to question any grade on their transcript. After that time the grade is permanent. Please refer to the student handbook or contact the Office of Academic Affairs.

Honor Students

Union College recognizes excellent scholarship in three ways: the Dean's List, the Presidential Laureates and graduation with honors.

The Dean's List is comprised of those students who have completed at least 15 hours of graded work with a 3.33 grade point average and no grades of "I" for the semester, and no grades of "C" or below for the semester. This list is published after the fall and spring semesters.

Presidential Laureates are those students who meet all requirements for the Dean's List and achieve at least a 3.75 grade point average for two successive semesters, with at least 15 hours of graded work, no grades of "I," and no grades of "C" or below in either semester. The list of students designated as Presidential Laureates is published after the fall and spring semester.

Academic Probation and Suspension

Students falling below the following grade point average and corresponding minimum semester hours will be placed on academic probation:

Freshmen	1.80
Sophomores (32 hours)	1.90
Juniors (64 hours)	2.00
Seniors (96 hours)	2.00

Probationary students are closely monitored by the Admission and Academic Standing Committee of the College. Students who are admitted, placed, or continued on academic probation may be restricted as to courses taken, credit hour limitations, required to repeat courses in which low grades have been earned, lose College financial aid, or be suspended from the College after an established period of time.

A student admitted to the College on academic probation may have either one or two semesters in which to meet the minimum academic standards. Failure to attain the required GPA at the end of any said semester may result in suspension from the College.

A student admitted to the College in good standing will receive notification of academic probation if the GPA is below the minimum required after the first semester. Notification of academic suspension may be sent to the student at the end of the second consecutive semester in which the cumulative GPA falls below the required minimum standard.

A student under academic suspension from Union College must sit out one semester before being considered for readmission. At the discretion of the Admission and Academic Standing Committee, a student may be suspended for one full academic year. The student must reapply through the Office of

Admission in order to be readmitted to Union College. Readmitted students may be subject to restrictions as established by the Committee relative to number of hours allowed and the repeating of courses. Any student readmitted after suspension from Union will be readmitted on academic probation.

Academic Amnesty and Academic Failure

Academic amnesty may be granted for one term only. Students having received a GPA of less than 2.0 in a semester may apply in writing to the Registrar after having completed two consecutive full-time semesters or twenty-four hours of part-time work with a GPA of 2.0 or better. Twelve semester hours earned during the summer terms may be counted as one semester. Course titles and grades remain as previously recorded on the transcript and credit will be given for courses with grades of "C" or better. None of the grades in the semester for which academic amnesty is granted will be used in calculating the GPA. Transfer students bringing less than a 2.0 GPA or having received any form of academic amnesty at another institution do not qualify for any amnesty option at Union. Students who receive amnesty will not be eligible for academic honors based on cumulative GPA.

Failure or quality point deficiencies in any course work done in residence cannot be removed by transfer credit, correspondence work or independent study.

Academic Honesty

Union College expects a high standard of academic integrity. Academic dishonesty, such as plagiarism, unauthorized collaboration, or cheating, undermine the academic integrity of each student and of the institution by violating the spirit of a true learning community and, therefore, will not be tolerated. Examples of academic dishonesty may include:

1. Plagiarism - taking words, sentences, ideas, and so on, from another and presenting them as one's own. This includes any improperly documented sources, including electronic or on-line papers, presentations and the like.
2. Writing papers for other students
3. Cheating (using illegal notes, copying, etc.) on examinations
4. Unauthorized collaboration - unauthorized assistance with written or oral material.

Incidents of academic dishonesty will be dealt with by the individual professor in collaboration with the appropriate department chair and the Vice President for Academic Affairs. All incidents of academic dishonesty will be reported in writing to the Office of Academic Affairs. The professor may impose any number and degree of penalties, including administering another assignment or assigning an "F" for the course. The Vice President for Academic Affairs may suspend any student from the College for academic dishonesty.

Students have a right of appeal and of due process. Procedures may be found in the student handbook.

College-Level Examinations Program (CLEP)

Union College is a regional testing center for the College-Level Examination Program (CLEP). The CLEP tests provide college credit for material students have mastered through self-study or non-accredited classes. As an Open Testing Center, Union administers CLEP exams the second week of August, October, February and April. Students must register and pay the non-refundable fee at least three weeks in advance allowing the Testing Center time to order and receive the tests.

Degree-seeking students enrolled at Union College can earn up to 30 semester hours of credit toward a four-year program; 15 hours may be earned toward a two-year program. Credit may not be earned, through CLEP, for courses required for teacher certification by the Kentucky Department of Education. CLEP cannot be utilized to make up a failed course.

Exams in the general battery must be taken before the student achieves sophomore status. Further information is available in the Office of Special Programs.

Credit by Examination

1. If a student wishes to receive credit by examination, he or she should first discuss the possibility with the appropriate faculty member.
2. The student will obtain the form for credit by examination from the Office of the Registrar and pay the appropriate fee at the Business Office.
3. The faculty member will prepare and administer the examination and maintain the results on file in his or her office.
4. The recommendation of the faculty member and the examination will be forwarded to the department chair for review. If the department chair does not agree with the evaluation, a meeting will be scheduled with the Vice President for Academic Affairs.
5. The faculty member will return the completed form to the Registrar's Office. Successful completion of the challenge examination will be recorded as "CR" on the transcript. An unsuccessful challenge will not be recorded.
6. Students enrolled in a course may request a challenge examination only within the period when a new course may be added.
7. Challenge examinations may not be used to repeat a course or remove an "F" from the transcript.

Individualized Major

An individualized major is available for students whose special interests cannot be accommodated within the established majors at the college. This self-designed major must meet the following criteria:

* A self-designed major cannot duplicate existing majors offered by the college and must be interdisciplinary in its composition.
* A student must have a minimum GPA of 3.0 to apply for the individualized major and a sophomore standing.
* Individualized majors must include no less than 39 semester credit hours at the 200 or above level with at least 15 semester hours 300 and above. No more than 9 hours can be earned by independent study. Under normal circumstances no more than 6 hours can be earned by transfer credit.
* A senior project must be completed in the major and can count up to 3 credit hours of independent study.

Procedures for the individualized major:

* Students seeking an individualized major must have an advisor selected from the teaching faculty from a discipline related to the self-designed major plan. In some cases, two advisors may be selected from different departments to oversee the work.
* In consultation with the advisor or advisors, students seeking an individualized major must offer a detailed plan of study, a rationale for undertaking a self-designed major, and a curriculum plan for the degree. The application should be submitted and approved before beginning the program of study. The chairs of the departments involved must approve the plan of study. One of whom will take the plan to APC (Academic Policy Committee) for final approval by October 1 for programs commencing in the spring semester and March 1 for programs commencing in the fall semester.
* Students graduating with the individualized major will receive either a B.A. or B.S. degree in the field of study with an individualized major notation.

Independent Study and Experiential Education

Union offers to qualified students the opportunity to work independently to earn credit toward graduation. This option is reserved primarily for junior and senior students who have demonstrated the academic maturity to be able to accomplish the rigorous requirements of independent inquiry and

study. For this reason, except in very unusual circumstances, independent studies are reserved for students who wish to pursue special areas of inquiry not normally examined by the curriculum in which they are enrolled. These can be in-depth studies of a particular topic or a broader examination of a topic only touched upon in the major.

Registration for either of these options is during the designated time period for registration of other courses. Deadlines for adding courses should be adhered to for Independent Study and Experiential Education. Students are expected to engage in the independent study project or experiential education experience during the semester for which they are officially enrolled for the project or experience, rather than in the preceding or following semesters. Forms can be obtained from the Registrar's office.

Because of the nature of independent study and experiential education, neither should be used to satisfy Liberal Education Core requirements or to replace required courses in the major. Moreover, failure or quality point deficiencies in any course work done at Union cannot be removed by Independent Study or Experiential Education.

Correspondence Courses

Any student planning to graduate from Union College must receive permission from the Registrar to register for correspondence courses.

Students applying for permission to earn correspondence credit must follow the same guidelines as stated for full-time students under "Course Load" on page 11. The stated number of hours will apply only for the semester or term in which the student registered.

Not more than six semester hours of correspondence work done in one academic year will be accepted by the College. Not more than six semester hours in a major may be completed by correspondence.* Not more than a total of 16 semester hours of correspondence credit will be accepted.

*Not more than six hours of correspondence credit may be accepted during the senior year. Graduating seniors must complete any correspondence work needed for graduation at least four weeks before the date of Commencement. Failure or quality point deficiencies in any course done in residence cannot be removed by correspondence.

Transfer Credit for Union College Students

A student at Union College who wishes to take course work at another accredited college or university must obtain written permission from the Registrar before enrolling in the course. Union College students cannot register for more than a total of 18 semester hours per term, including all off-campus courses, without the consent of the Vice President for Academic Affairs.

Failure or quality point deficiencies in any course work done at Union College cannot be removed by transfer credit, correspondence work, or independent study. Transfer work does not affect a student's Union College grade point average.

Students who have earned as many as 61 semester hours at Union College may transfer a maximum of six semester hours during their final 24 hours of baccalaureate work. Students who have earned fewer than 60 hours credit at Union College may transfer a maximum of six semester hours to Union during their final 38 hours.

Associate degree students who have earned a minimum of 32 semester hours credit at Union College may transfer a maximum of six semester hours to Union during their final 18 semester hours.

Transfer credits will be considered based on the following policy:

1. Transfer credits from other institutions will be evaluated on how closely they match the *intent* of a particular section of the Union College Liberal Education Core, a major, minor, or area. The initial review will be conducted by the Office of the Registrar based on generally accepted practices, and in consultation with the appropriate department chair when questions arise.
2. Students who are denied equivalency credit for a course in the Union College Liberal Education Core, or a course required in a major, area of concentration, or minor will have the right to

petition for approval. The petition will be made to the Registrar, who will consult with the appropriate department chair. Department chairs will consult with the appropriate professor before making a recommendation to the Registrar.

3. The student will have the right to appeal the decision to the Vice President for Academic Affairs in the event that the initial petition is denied. The decision of the Vice President for Academic Affairs shall be binding, and may be made on the basis as an exception to a general rule due to special circumstances, or may be issued as a precedent to guide future transfer credit evaluations.

Assessment Day Activities

Union College has developed a plan of action related to ongoing assessment of its academic programs as well as other aspects of the college community. This is a continuous program throughout the school year, but much of the data collection will center around an Assessment Day, identified in the school calendar, when students are expected to participate. Assessment is not only required by the Southern Association of Colleges and Schools, but it is also extremely important in improving the quality of Union College's academic and non-academic programs. Questions related to Program Assessment should be directed to the Director of Assessment or the Vice President for Academic Affairs.

Convocations

Union College provides a convocation program to gather its community together for reflection, for challenging faith and for promoting dialogue. This is in keeping with Union's mission statement: "Union College is a learning community dedicated to creating personal, intellectual, and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth."

The program includes a limited selection of required events and a flexible menu of activities from which students can choose throughout the year including: college assemblies, lectures, theatre productions, worship services, fine arts concerts and special gatherings.

Clean, neat and modest attire is the basic dress code.

Graduation Requirements

Students must apply for graduation **the semester before** they plan to complete graduation requirements.

The candidates must satisfy the following requirements:

1. Minimum of 128 semester hours, of which at least 25 percent (32 semester hours) must be earned at Union College. Thirty two of the last 38 hours must be earned in residence at Union College. Students who have earned as many as 61 semester hours at Union College may graduate with 18 of the last 24 hours earned in residence. (At least 39 semester hours must be in courses numbers 300 or above.)
2. Quality point standing of 2.00 overall and at Union, and a 2.00 average in the major or minor fields unless a specific department requires a higher grade point average.
3. Completion of the Liberal Education Core.
4. Choice of either the Bachelor of Arts, Bachelor of Music or Bachelor of Science degree as appropriate to the major or area. For the Bachelor of Arts degree, the equivalent of 12 semester hours in a single foreign language not native to the student (or for some majors the equivalent of six hours in each of two foreign languages not native to the student) is required. Equivalency shall be determined by the successful completion of the second year of the language (for second semester of two). Students with prior training in the language at the high school level may be eligible for advanced placement in the sequence of courses and meet the requirement with fewer credit hours.

   For the Bachelor of Music or the Bachelor of Science degree, see descriptions of individual

major or area for any additional requirements.

5. Completion of either:
   a. A major as determined by the faculty of the individual discipline. Majors are offered in: Accounting, Biology, Business Administration, Business Education, Chemistry, Christian Education, Criminal Justice, Elementary Education, English/Communication, Health, History, History and Political Science, Mathematics, Middle Grades Education, Music, Music Education, Philosophy/Religion, Physical Education, Physics, Psychology, Recreation Management, Religion, Secondary Education, Special Education, Sociology, Sports Management, and Theatre.

   Minors are offered in: Accounting and Finance, Athletic Training, Biology, Chemistry, Communication, Computer Information Systems, Criminal Justice, Economics, English/Communication, Environmental Studies, Health, History, Management, Marketing, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Sociology, and Theatre.
   b. An area, the structure of which is determined by the faculty of the department in which the area requirements are met. Areas are offered in: English, History and Political Science, Mathematics-Physical Science, Science, and Social Studies.
6. At least 39 semester hours offered for graduation must be earned in courses numbered 300 or above. At least 6 semester hours 300 and above, earned at Union, must be included in any minor; at least 12 semester hours 300 and above (evenly distributed in the two fields if this is a combined major), earned at Union, must be included in a 30-hour major; at least 18 semester hours 300 and above earned at Union must be included in an area or 54-hour major.
7. Participation in annual Assessment Day testing activities is required each year of all senior students.

Advice in arranging schedules and choosing courses is always given gladly; however, each student is responsible for completing all requirements.

Combined Degrees

The bachelor's degree may be granted to students who have completed three years of work at Union College and one year of work in an accredited professional school with the following provisions:

1. The work in the professional school must continue the curriculum in which the student has been enrolled at Union College (pre-law, pre-dentistry, pre-medicine, etc.).
2. The student must have completed satisfactorily the minimum requirements for three years of pre-professional work at Union College (96 semester hours with a quality point standing of at least 2.00) and also the Liberal Education Core for graduation, including the foreign language requirement if a B.A. is desired.
3. The student must have completed satisfactorily the minimum requirements for one year of study at the accredited professional school. The number of credits at the end of the four years of study must total at least 128 semester hours.

Academic Records

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Registrar receives a request for access. Parents or eligible students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the

parent or eligible student, the College will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College as an administrator, supervisor, instructor, or support staff person (including health or medical staff and law enforcement personnel); a person serving on the school board; a person or company with whom the College has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The College will release directory information to the general public in response to a legitimate request unless the student concerned files a written request with the Registrar within three weeks of the beginning of the term that such information is to be withheld from the public. Directory information is defined as student name, address, dates of attendance, date of birth, degree(s) earned, and previous educational institutions attended.
5. Union College will, however, release records and accounts pertaining to veterans, as well as to other students, to appropriate U.S. Government representatives. This exception to all other federal laws is found in Title 38 of the U.S. code, Section 1790(c).
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-4605

Degrees with Distinction

There are three grades of honors designated respectively: *cum laude*, *magna cum laude*, and *summa cum laude*. These honors are conferred at graduation upon students who satisfy the following conditions of scholarship:

The honor of *cum laude* is awarded to those students who have earned an average standing of 3.5 overall and at Union.

The honor of *magna cum laude* is awarded to those students who have earned an average standing of 3.75 overall and at Union.

The honor of *summa cum laude* is awarded to those students who have earned an average standing of 3.9 overall and at Union.

Students coming from other colleges may receive honors on completing 64 semester hours of resident study and satisfying the conditions of scholarship prescribed by the faculty, provided they also furnish such evidence of high scholarship in the institution from which they come as may, in the judgment of the faculty, entitle them to become candidates for honors under the regulations.

Academic Services

Academic Advising

Academic advising is considered to be one of the two most important tasks of the faculty — teaching being first. Each student will meet with an academic advisor on an individual basis to select courses for each semester. The advisor is also available to help each student learn how to use the resources at Union College, and to find solutions to problems which the student might have.

Each student is assigned an academic advisor in the chosen field of study. Students who have not made a vocational or professional choice will also be assigned an academic advisor. Upon declaring a major, an advisor in that field will be assigned.

Students who wish to change advisors/majors must register these changes with the Office of Special Programs.

Career Planning and Placement Services

Upon admission to Union College, students will begin a process whereby career planners and faculty advisors assist them to articulate their career goals, to select academic courses of study appropriate to those goals, and to achieve suitable placement upon completion of their studies.

A Career Counselor is available for all students. It is highly recommended for those who are undecided in their major to visit the career counselor. Career interests and life goals may be defined through the use of career interest inventories, computer guidance programs, and workshops designed to help students clarify their direction in life.

Curriculum Plans

During the junior year, a curriculum plan will be completed by the Registrar. This indicates the courses the student has already completed toward the major on file in the Registrar's office. This is an agreement between the College and the student. Once the curriculum plan has been completed, only changes approved by the Registrar are binding on the College.

Academic Resource Center

The Academic Resource Center (ARC) provides free services to Union College students in several academic support areas. The ARC serves the needs of Union College students with day hours Monday through Friday and evening hours Sunday through Thursday. Contact the Academic Support Coordinator of Special Programs for more information.

Individual tutoring is available in a variety of subject areas in both upper and lower division classes. Students may work with a tutor to review for classes, refresh study skills, or prepare for professional examinations.

Computer Assisted Instruction

Students may also work independently, using one of the many computer programs to prepare for the pre-professional exams, such as GMAT, LSAT, MCAT, GRE, and Praxis.

Supplemental Instruction

Union College provides an academic assistance program known as Supplemental Instruction (SI) that has proven to increase student academic performance.

Each semester, courses that have been deemed academically challenging are selected for SI. Student leaders who have previously excelled in the designated courses are selected by the instructors of the courses to attend each class session, take notes and participate in class discussions, and hold three study sessions each week outside of class. SI is introduced to the students the first day of class, and the sessions are composed of students with varying academic abilities which provide a support system within the group. The concept of collaborative learning in a relaxed atmosphere helps students develop and integrate effective learning and study strategies while mastering course content.

Learning and Information Services

The learning and information faculty and staff are dedicated to providing members of the Union College community the information resources needed to meet their education goals. This is accomplished through four individual units working as a team to provide access to print and non-print materials, data and voice communication, institutional data, and the education needed to utilize the information.

Weeks-Townsend Memorial Library

The Weeks-Townsend Memorial Library provides a variety of resources and services to support and enrich the College's academic programs. The library, located in the center of campus, houses a collection of more than 120,000 books, periodicals, government documents, media materials, and on-line reference and full-text databases. Library functions, including the Online Public Access Catalog (OPAC), circulation, and reserves, are fully automated through the Sirsi Unicorn Collection Management System. The OPAC is accessible through the campus network and the World Wide Web. The library can accommodate over 300 persons in a variety of seating arrangements, including study carrels, tables and a computer lab. The library is wired for laptop access to the campus network. The library participates in state, regional and national networks, including the Kentucky Library Network and Southeastern Library Network.

Access to media, equipment and the Internet is provided in the library. The 21-seat computer lab is the center of campus access to the Internet, including e-mail and the World Wide Web. The lab also provides access to word-processing, spreadsheets and course-specific software. The Learning Resource Center provides educational media materials for classroom use and individualized study. The Curriculum Collection supports the Education Program by providing a specialized collection including elementary, middle grades and high school curriculum materials and a juvenile collection. The library contains several other special collections including the Cumberland Cap Genealogy Collection and the Lincoln-Civil War Collection. The library also serves as the repository for the College archives. The library staff offers individual and group bibliographic instruction and instruction in the use of equipment, computer resources and special collections.

Academic Computing

The College has a variety of computers accessible to students. The library and Centennial computer labs each contain 21 workstations and a laser printer connected to the campus network. The labs provide access to the Internet, World Wide Web and e-mail. A third lab, the Hensley lab also located in Centennial Hall, provides the same type of access with 15 computers. The labs are open a variety of hours each week to support the academic programs and provide student access to the campus network.

Network and Communications

The network and communications unit, located in the library, provides support for campus data and voice communication. Equipment maintenance and software installation are two of the main responsibilities of this unit. The staff of the network and communications unit provides oversight of the academic computer labs with the assistance of student employees.

Administrative Computing

Administrative computing supports the administrative functions of the campus. This area recently underwent a major upgrade, which will provide the administration with state-of-the-art software and allow expanded support for the academic programs. On-line advising and registration are two of the services that will be available following full implementation.

Service Learning

Typically centered around service trips taken during the fall mid-term and spring break periods, a service learning course is offered for one hour of credit. Students may take the class up to three times for credit. All students who attend the trips must attend the class sessions whether the individual opts to take the class for credit or not.

Appalachian Studies/Service Learning 102. This course is designed to provide students with experience and reflection during a mid-term break or during a semester project concerning the nature of community and social problems, and to prepare students for civic engagement and social responsibility. The course will include a supervised service learning component through which students will develop skills and knowledge to meet community needs and better understand societal problems.

Community Education and the UC INSTITUTES

Life-long learning is provided at Union College through courses, workshops, seminars, travel, service-learning, and outdoor adventure programming. Programming addresses a wide range of adult-learning and continuing educational, avocational, and leisure interests and needs. Through partnerships with community, agencies, schools, business, and industry, Union is able to emphasize the importance of life-long learning while meeting specific needs of different segments of the community. Adults study for personal enrichment, to acquire new skills for career advancement and leadership training, or to enjoy cultural, leisure, and outdoor adventure activities. The close student-to-instructor rapport that characterizes Union College adds an exciting dimension to these learning experiences. Students may earn continuing education units for selected short courses and college credit for telecourses available through Kentucky Educational Television. The community education component addresses the process of life-long learning and includes specific requested classes. Union College is able to provide special customized adult-learning program of a single-day or multiple-day format through the U.C. INSTITUTES, the Turner Outdoor Center, and the Community Outreach Center.

The Bennett Center of London, Inc.

In 1998, Union College, the Red Bird Missionary Conference, and the General Board of Global Ministries of The United Methodist Church did extensive exploration of ways to create a 501c3 multi-use, multi-agency ecumenical service entity to efficiently coordinate the delivery of postsecondary educational services with other human services. From this beginning emerged a three-way partnership to establish The Bennett Center of London that has as its mission to *offer to all persons opportunities for wholeness through programs that address their spiritual, educational, physical, social, and cultural needs.* The Bennett Center is a resource available to the entire community. It is a place where people can come for learning, fellowship, personal growth opportunities, and help in time of need.

Union College offers a Degree Completion Program in Business Administration at the Bennett Center of London. The Degree Completion Program targets students who have completed 60 hours of undergraduate course work and desire to earn a Bachelor's degree in an accelerated program of study.

The Bennett Center of London Inc., also offers programs of its own and provides space for multiple uses each consistent with the mission statement of the Center. Each use is designed to be a part of a whole thus adding synergy to the total work of the Center. Each use meets the test of community need and relevance to the mission of the Center through a review process heavily dependent on community input. Several other organizations that are involved in activities at the Bennett Center include: London Early Childhood Education Center; Laurel County Literacy Council; London-Laurel County YMCA; Kentucky Baptist Home for Children; Teen Acting Showcase; Christ Presbyterian Church, OPC; Heart of Appalachia Foundation; Building Block Ministries; and Goodwill Industries.

The Curriculum

A college major is actually a means to an end — the means by which a student prepares for a future career, entrance into graduate school, or some change in lifestyle. Union College offers a wide range of majors and minors as part of the Bachelor's degree program.

Majors and Degree Programs

Degree Area	Major	Minor	Program
Department of Business			
Accounting	x		
Accounting and Finance		x	
Business Administration	x		
Business Education	x		
Computer Information		x	
General Business		x	
Management		x	
Marketing		x	
Department of Educational Studies			
Elementary Education	x		
Middle Grades Education	x		
Secondary Education	x		
Special Education	x		
Department of English, Communication and Modern Languages			
English/Communication	x	x	
Department of Health and Physical Education			
Athletic Training	x		
Health	x		
Physical Education	x		
Recreation Management	x		
Sports Management	x		

Degree Area	Major	Minor	Program	
Department of History, Religion, Philosophy and Ancient Languages				
Christian Ministries	x			
History	x	x		
History and Political Science	x			
Philosophy		x		
Philosophy/Religion	x			
Religion	x	x		
Pre-Law				x
Department of Music and Fine Arts				
Music	x	x		
Music Education	x			
Theatre	x	x		
Department of Natural Sciences				
Biology	x	x		
Chemistry		x	x	
Environmental Studies		x		
Mathematics	x	x		
Physics	x	x		
Pre-Dentistry				x
Pre-Engineering				x
Pre-Medical Technology				x
Pre-Medicine				x
Pre-Optometry				x
Pre-Pharmacy				x
Pre-Physical Therapy				x
Pre-Veterinary Medicine				x
Department of Social and Behavioral Sciences				
Criminal Justice	x	x		
Economics		x		
Political Science		x		
Psychology	x	x		
Sociology		x	x	

Baccalaureate Degrees

To earn a Bachelor of Arts, Bachelor of Science or Bachelor of Music degree, the following requirements must be met:

1. Completion of the Liberal Education Core
2. Completion of foreign language (non-native) requirements for a B.A. degree
3. Completion of the academic major requirements
4. Completion of a minimum of 128 semester hours
5. Completion of a minimum of 39 semester hours of upper division courses
6. The following minimum number of hours must be completed at Union College:
   12 upper division hours for any 30-hour major
   18 upper division hours for any 48-hour major or area
   6 upper division hours for any minor
7. Required GPA in each major, minor or area
8. Required minimum GPA overall or 2.0 unless a specific major requires a higher GPA

Cooperative and Interdisciplinary Programs

Veterans Administration Educational Assistance

Union College is approved by the Kentucky Approving Agency for Veterans Education for the education of veterans and their dependents. To receive benefits more quickly, prospective students should present a copy of their certificate of eligibility to the Registrar's office prior to their registration for classes.

Concurrent Admission Program (ConAP)

ConAP is a joint program of the Army and other service members Opportunity Colleges to admit new soldiers into a college or university at the same time as they enlist in the Army.

Eligible soldiers are admitted, either on a full or provisional basis, with enrollment deferred until completion of active military service. Provisional admission means that the student may be required to take a reduced course load, to enroll in foundation courses, or to undergo other academic preparation. The student is subject to the College's requirements, as published in this catalog, at the time of enrollment in classes. The admission agreement is in effect for two years following the completion of active military service.

Kentucky Institute for International Studies (KIIS)

Union College is a cooperating member of the Kentucky Institute for International Studies (KIIS). The College joins with other Kentucky colleges and universities to provide summer study opportunities in ten different locations. The programs in France, Spain, Mexico, Germany, Austria, Italy and Ecuador are open to all Union College students, who may earn credits toward their degree at Union. For more information, contact Union's KIIS representative.

Community Outreach

Founded over one hundred years ago, Union College has always had a strong interest in serving the immediate and broader community, as evidenced by the development of a community outreach center and service learning opportunities. The Common Partners Office plans a variety of events throughout the year in which students, staff and faculty members can become involved, using their talents and energy to help others and to learn more about themselves and the world.

In addition to direct service opportunities, a service learning course has also been created to introduce students to the issues and rewards connected to helping others. The course has been designed to provide students with a supervised experience to apply their personal skills and knowledge while purposefully meeting community needs. Typically, this course centers around a service trip, which is taken during the fall mid-term and spring break periods. Students may also choose to participate in the project for no course credit. Further information about the service learning course or other service opportunities can be obtained by contacting the Common Partners Office.

The Liberal Education Core

Union's vision for the academic experience states that "Union College helps students make learning connections, with a well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions, is nurtured through a variety of on- and off-campus learning experiences."

This vision guided the careful crafting of Union's core curriculum - a curriculum that challenges each student to develop a life philosophy, that enables members of the faculty to significantly improve student learning, and that intentionally seeks to produce graduates who see being educated as a quality of mind, not simply an accumulation of facts.

Union's core contributes toward the nurturing of a graduate whose personal integrity, intellectual aptitude and responsible citizenship mark him or her as a Union graduate.

This core curriculum applies to incoming first-year students beginning in the Fall 2001 semester. Upperclassmen and transfer students should refer to the former Liberal Education Core, which is found on page 29.

Critical Dialogues — 21 hours

INLA 101	Western Cultures in World Contexts I	6
INLA 102	Western Cultures in World Contexts II	6
INLA 201	Western Cultures in World Contexts III	6
INLA 202	Western Cultures in World Contexts IV	3

Appalachian Connections — 6 hours

APST 101 Appalachian Explorations 3

Choose: 3

One 3-hour course from the following:

APST 204	Appalachian Culture
APST 202	Service-Learning
APST 203	Wilderness in Appalachia
GEOG 233	Geography of Appalachia
HIST 233	History of Appalachia
SOCI 241	Sociology of Appalachia

or

One of the options below:

* Choose a mix of one to three 1-hour courses from:

APST/SLRN 102	Service-Learning
APST 103	Appalachian Wilderness Experience

* Choose a mix of one to three 1-hour service learning "labs" attached to existing courses generally outside the Appalachian Connections discipline, subject to approval of Academic Policy Committee,
* Choose any mix of three 1-hour experiences from the two areas above.

Social & Behavioral Sciences — 6 hours

SBSC 101	Foundations of Social & Behavioral Sciences	3
SBSC 102	Applications of Social & Behavioral Sciences	3

Wellness — 4 hours

HLTH 278 Life Choices I	3
HLTH 279 Life Choices II	1

General Sciences Sequence — 8 hours

GNSC 110 General Sciences I	4
GNSC 111 General Sciences II	4

Mathematics Competency

General College Mathematics: A revised MATH 110 course, which includes some basic statistics and probability. Or, MATH 131 (College Algebra) or MATH 241 (Calculus I).

Readings Courses

In addition to the hours listed here, each Union College student will take two one-hour, 300-level readings courses attached to the major. These courses, although offered in the major, are designed to build upon learning in the core curriculum by connecting it to the major.

Capstone Course & Life Philosophy

In the senior year, each Union College student will also participate in a capstone course in the major, a course that brings together all of the learning experiences at the College in context, and that asks each student to form and write a life philosophy document. This document, which builds on the portfolio already begun in core classes and continued throughout his or her major area of study, will be the student's final assessment of what learning (past, present, and future) means. The portfolio will, thus, be used in College and program outcomes assessment.

The Liberal Education Core

Note: This version of the Liberal Education Core is for incoming transfer students and for current sophomore, junior, and senior students at the College. Students who transfer to Union through the fall 2002 semester will be allowed to complete this core curriculum.

All incoming, first-time freshmen should enroll in the Liberal Education Core as outlined on page 28 of this catalog.

I. Basic Skills	12 or 15 hours
A. Freshman Composition	6 or 3 hours
ENGL 111-112 Freshman Composition I and II	6
or	
ENGL 113 Honors Composition and Literature	3
B. Mathematics	3-4 hours
BHSC 245 Basic Statistics: Theory and Application	3
MATH 110 Applications of Mathematics for College Students	3
MATH 131 College Algebra	3
MATH 133 Trigonometry and Analytic Geometry	3
MATH 203 Mathematics for Elementary Teachers (P-5 majors only)	3
MATH 241 Introduction to Calculus and Analytic Geometry	4
C. Physical Well-Being	3 hours
HLTH 131 First Aid and Safety Education	3
HLTH 270 Personal and Community Health	3
or	
Three Physical Education Activity Courses	3
D. Oral Communications	3 hours
COMM 211 Public Speaking	3
COMM 221 Introduction to Communications	3
II. Cultures and Civilizations	18-19 hours
A. Literature	3 hours
ENGL 211 World Literature in Translation	3
ENGL 213 Honors Western Literature	3
ENGL 221 Survey of English Literature I	3
ENGL 222 Survey of English Literature II	3
ENGL 231 Survey of American Literature I	3
ENGL 232 Survey of American Literature II	3
B. Fine Arts	3-4 hours
ART 132 Introduction to Art	3
ART 273 Art History	3
DRAM 131 Introduction to the Theatre	3
MUSC 121 Introduction to Music	3
MUSC 161 Foundations of Music I	4
MUSC 162 Foundations of Music II	4
C. Religion and Philosophy	3 hours
PHIL 151 Introduction to Philosophy: Knowledge and Reality	3
PHIL 152 Introduction to Philosophy: Ethics and Society	3
RLGN 111 Old Testament	3
RLGN 112 New Testament	3
RLGN 131 World Religions	3
RLGN 252 Religious Foundations of Western Civilization	3
D. Foreign Language, Literature, Fine Arts, Religion, or Philosophy	3 hours
Select one course from the following:	
FREN 111 or 112 Elementary French	3
SPAN 111 or 112 Elementary Spanish	3
or	
Select one listed course not already used to satisfy Sections II. A, B, or C.	

E. History	6 hours
Western Civilization	3 hours
HIST 131 Western Civilization to 1715	3
HIST 132 Western Civilization since 1715	3
History Elective	3 hours
An additional course from above or one of:	
HIST 201 United States History to 1865	3
HIST 202 United States History since 1865	3

III. Foundations of Natural Science	7-9 hours
Select two courses. The courses must be in different departments and one must include a lab. Education majors must have a biological science and a physical science, one of which must include a lab. P-5 majors must have a lab in both courses. Environmental Studies 101 will not apply toward teacher certification.	
BIOL 109 and 110 Elements of Biology	4
BIOL 111 General Biology (includes lab)	4
CHEM 101 Introductory General Chemistry (includes lab)	4
CHEM 111 and 131 General Chemistry	4
ENVS 101 Man and the Environment	3
ENVS 110 Physical Systems of the Environment (includes lab)	4
GNSC 101 Physical Science (includes lab)	4
PHYS 111 and 113 College Physics	4
PHYS 211 and 213 General Physics	5

IV. Social Sciences and the Modern World	6 hours
Social Sciences Foundation Course	3 hours
ECON 203 Principles of Macroeconomics	3
ECON 204 Principles of Microeconomics	3
GEOG 101 Introduction to Geography	3
PLSC 101 American National Government	3
PSYH 111 Introduction to Psychology	3
SOCI 131 Introduction to Sociology	3
Social Sciences Application Course	3 hours
ANTH 251 North American Indian Cultures	3
ECON 251 Environmental Economics	3
PLSC 231 International Politics	3
PSYH 201 Psychology of Personal Adjustment	3
PSYH 210 Child Development	3
SOCI 241 Sociology of Appalachia	3
SOCI 251 Current Socio-Economic Problems	3
SOCI 271 Marriage and the Family	3

Students must complete departmental requirements which will assure appropriate proficiency in computer skills.

Department of Business

Pamela Shay, Department Chair

Majors: Accounting, Business Administration, Business Education, Sports Management (see Department of Health and Physical Education)
Minors: Accounting/Finance, Computer Information Systems, General Business, Management, Marketing

Bachelor of Science Degrees in Business

Union's Department of Business has been accredited for all of its degree programs by the International Assembly for Collegiate Business Education. In addition to the general college requirements, all candidates for the Bachelor's degree must complete the following courses in one of the major fields listed below. Students with a major or minor in Business must have a 2.0 average for all courses in each major or minor. (Students who choose to complete the foreign language requirement may elect to receive a Bachelor of Arts degree.)

Union offers an accelerated degree completion program for students who have completed two years toward a bachelor's degree. This program will allow students to earn a bachelor's degree in Business Administration with a minor in Management.

Accounting Major (60 Semester Hours)

ACTG 271, 272	Principles of Accounting I & II	(6)
ACTG 331	Cost Accounting	(3)
ACTG 371, 372	Intermediate Accounting I & II	(6)
ACTG 376	Tax Accounting	(3)
ACTG 431	Accounting Information Systems	(3)
ACTG 433	Auditing	(3)
ACTG 471, 472	Advanced Accounting I & II	(6)
BHSC 245	Basic Statistics	(3)
BUAD 151	Business Processes	(3)
BUAD 202	Principles of Business Communications I	(3)
BUAD 310	The Legal Environment of Business	(3)
BUAD 351	Principles of Finance	(3)
BUAD 352	Principles of Management	(3)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)
COMP 241	Advanced Applications & Hardware	(3)
Accounting Electives (300 level or above)		(3)

It is recommended that in addition to the major in Accounting, you also elect to complete a minor in CIS. If this is done, select one of the following courses instead of COMP 241:

BUAD 302	Business Communication II	(3)
BUAD 361	Corporate Finance	(3)
BUAD 451	Strategic Decisions	(3)
ECON 363	Money and Banking	(3)

Business Administration Major (60-63 Semester Hours)

A major in Business Administration consists of these 39 hours plus completion of one of the following minors: Accounting/Finance, Computer Information Systems, Economics, Management, or Marketing.

ACTG 271, 272	Principles of Accounting I & II	(6)
BHSC 245	Basic Statistics	(3)
BUAD 151	Business Processes	(3)
BUAD 202,302	Principles of Business Communication I & II	(6)
BUAD 310	The Legal Environment of Business	(3)
BUAD 351	Principles of Finance	(3)
BUAD 352	Principles of Management	(3)
BUAD 451	Strategic Decisions	(3)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)
MKTG 321	Principles of Marketing	(3)

All students must select one of the following minors from within the Department of Business, or a minor in Economics from the Department of Social & Behavioral Sciences.

Accounting and Finance (21 Semester Hours)

ACTG 331	Cost Accounting	(3)
ACTG 371, 372	Intermediate Accounting I & II	(6)
ACTG 431	Accounting Information Systems	(3)
BUAD 361	Corporate Finance	(3)
Select one from the following:		(3)
ACTG 472	Not-for-Profit Accounting	3
BUAD 404	Investments	3
ECON 363	Money and Banking	3
Select one from the following:		(3)
ACTG 440	Accounting Ethics & Social Responsibility	3
BUAD 440	Business Ethics & Social Responsibility	3
Accounting elective (300 level or above)		3

Computer Information Systems (24 Semester Hours)

COMP 221	COBOL Programming	(3)
COMP 241	Advanced Applications & Hardware	(3)
COMP 250	VISUAL BASIC	(3)
COMP 312	Computer Architecture	(3)
COMP 330	Analysis and Logical Design	(3)
COMP 350	Intermediate Programming	(3)
COMP 425	Network and Telecommunications	(3)
Select one from the following:		(3)
COMP 450	Advanced Programming	3
Computer Elective (300-level or above)		3

Management (21 Semester Hours)

BUAD 361	Corporate Finance	(3)
BUAD 372	Human Resource Management	(3)
BUAD 374	Operations Management	(3)
BUAD 376	Entrepreneurship	(3)
BUAD 440	Business Ethics & Social Responsibility	(3)
BUAD 445	Global Business	(3)
Elective from the Department of Business (300 level or above)		(3)

Marketing (21 Semester Hours)

MKTG 272	Personal Selling	(3)
MKTG 322	Consumer Behavior	(3)
MKTG 370	Advertising	(3)
MKTG 421	Logistics	(3)
Marketing Elective (300-level or above)		(3)
BUAD 440	Business Ethics & Social Responsibility	(3)
BUAD 445	Global Business	(3)

Bachelor of Science Degree in Business / Marketing Education

Students should see the Education Department section on page 39 for Admission to the Education Program and Certification Requirements. The teaching major in Business and Marketing Education will certify teachers to teach Business and Marketing courses in grades 5-12.

Teaching Major in Business (54 Semester Hours)

ACTG 271, 272	Principles of Accounting I & II	(6)
BUAD 151	Business Processes	(3)
BUAD 202, 302	Principles of Business Communications I & II	(6)
BUAD 310	The Legal Environment of Business	(3)
BUAD 352	Principles of Management	(3)
BUAD 445	Global Business	(3)
BUED 263	Intermediate Keyboarding/Word Processing	(3)
BUED 431	Office Systems	(3)
BUED 462	Methods of Teaching Comprehensive Business Subjects	(4)
COMP 112	Fundamentals of Technology and Information	(3)
COMP 241	Advanced Applications & Hardware	(3)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)
EDUC 370	Curriculum Development for the Middle Grades	(3)
MKTG 321	Principles of Marketing	(3)
MKTG 322	Consumer Behavior	(3)

General Business Minor (for non-business department majors)

ACTG 271, 272	Principles of Accounting I & II	(6)
BUAD 151	Business Processes	(3)
BUAD 202	Business Communications I	(3)
ECON 204	Principles of Microeconomics	(3)
Select two from the following:		(6)
BUAD 351	Principles of Finance	3
BUAD 352	Principles of Management	3
MKTG 321	Principles of Marketing	3

Accounting

Accounting 271. Principles of Accounting I. (F)(3)
An introduction to accounting concepts and principles with emphasis on preparations and reporting of financial information.

Accounting 272. Principles of Accounting II. (S)(3)
Introduction to analysis and interpretation of accounting data with emphasis on its use by managers in planning operations, controlling activities, and decision making. *Prerequisite*: Accounting 271.

Accounting 331. Cost Accounting. (F)(3)
Concepts of cost and methods in developing information for use by management in decision making process. The course is an analysis of costing from products, projects, and management control. *Prerequisite*: Accounting 272.

Accounting 371. Intermediate Accounting I. (F)(3)
Accounting topics include the income statement, balance sheet and change in owners' equity statements. Cash receivables, inventories, plant, investments and intangible assets are also covered. *Prerequisite*: Accounting 272.

Accounting 372. Intermediate Accounting II. (S)(3)
Continuation of Accounting 371 covering current liabilities, contingent liabilities, long-term liabilities, accounting for income taxes, and owners' equity. State of Change in Financial Position, financial statement analysis and the impact of changing prices are also covered. *Prerequisite*: Accounting 371.

Accounting 376. Tax Accounting. (S)(3)
Fundamental study of the federal income tax structure with emphasis upon the taxation of individuals. Included is an introduction to taxation of corporations and partnerships as well as administrative procedures and research. *Prerequisite*: Accounting 272.

Accounting 430. Accounting Theory. (F)(3)
This course covers current accounting literature, including publications of the American Institute of Certified Public Accountants (AICPA), the Financial Accounting Standards Board (FASB), and the Securities and Exchange Commission (SEC). *Prerequisite*: Accounting 372.

Accounting 431. Accounting Information Systems. (F)(3)
This course studies the principles and problems of accounting system design and installation, organization for accounting control, internal control procedures, and internal reports. *Prerequisites*: Accounting 331 and 372.

Accounting 433. Auditing. (S)(3)
This course serves as a capstone course for Accounting majors. Topics covered include discussion of the ethics and liability of the verification, analysis, interpretation of accounting records, issuance of audit reports and other reports by CPAs. *Prerequisite*: Accounting 372, Business Administration 351, 352, and senior standing. This course must be taken at Union College. Students must earn a grade of "C" or higher in this course.

Accounting 440. Accounting Ethics & Social Responsibility. (F)(3)
Sensitizes students to the ethical implications of accounting and business activity and provides a theoretical framework within which responsible decisions can be made. The course relates the ethical considerations and legal principles to the Professional accountant's responsibility to society. The AICPA Code of Professional Conduct and the Statement of Responsibilities in Tax Practice are studied. Students cannot receive credit for both BUAD 440 and ACTG 440. Students must have Junior or Senior status. (Even years only.)

Accounting 471. Advanced Accounting. (F)(3)
This course is an advanced in-depth discussion of accounting for joint ventures, consolidated statements, and inter-company transactions. *Prerequisite*: Accounting 372.

Accounting 472. Not-for-Profit & Fund Accounting. (S)(3)
This course covers governmental and not-for-profit accounting, interim and segmental reporting, multi-national accounting, and insolvency. *Prerequisite*: Accounting 372.

Accounting 485. Accounting Internship. (on demand)(1-6)
Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a

Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Accounting 488. Accounting Seminar. (on demand)(3)

This is an advanced course on selected topics of interest in the field of Accounting. Titles may include Accounting Ethics, Advanced Taxes, and other current topics. *Prerequisites*: Business Department major/minor with Junior or Senior standing and twenty-one credit hours in business courses or permission of the instructor. Individual courses may have specific prerequisites that must also be met.

Business Administration

Business Administration 151. Business Processes. (F, S)(3)

Business processes, forms of business ownership, marketing, human resource management, finance, and government regulations are discussed in an overview of organizations. Basic business skills of communication, software applications, business behavior and professionalism, group processes, business math and personal finance are emphasized. Course must be taken at Union College.

Business Administration 202. Principles of Business Communications I. (S)(3)

Realistic methods of mastering fundamental writing and research skills needed in business situations. This course emphasizes instruction in the basic techniques of preparing and organizing business letters, memoranda and reports. Also enhances speaking, reading and listening skills. *Prerequisite*: INLA 102 with a grade of "C" or higher.

Business Administration 301. Business English. (on demand)(3)

This course is a comprehensive review of grammar and usage. Emphasizes and reinforces business applications and vocabulary in areas such as business law, word processing, merchandising, management, and computer information systems. *Prerequisite*: INLA 102 with a grade of "C" or higher.

Business Administration 302. Principles of Business Communications II. (F)(3)

Course will enhance the skills level in Business Administration 202 with emphasis on applied business writing and presentations. *Prerequisite*: Business Administration 202.

Business Administration 310. The Legal Environment of Business. (F,S)(3)

An overview of traditional legal environment topics such as judicial reasoning, administrative law, antitrust law, contracts, torts, agencies, real and personal property, leases, bankruptcy, and business-related laws.

Business Administration 320. Industry Analysis. (on demand)(3)

This course explores the tools and resources necessary to complete industry analyses for public and private organizations. Identification, classification, and resource access are studied.

Business Administration 351. Principles of Finance. (F)(3)

This course introduces managerial finance as a functional area of business, including financial analysis, working capital practices, capital budgeting, corporate valuation, cost of capital and capital structure. *Prerequisite*: Accounting 272.

Business Administration 352. Principles of Management. (F)(3)

This course introduces students to the development of organization plans and policies and provides exposure to basic theoretical developments in management thought. Particular attention will be given to the topics of organizational design, control, quantitative techniques of management operations and theories of leadership.

Business Administration 361. Corporate Financial Analysis. (S)(3)

This is an advanced financial case analysis course which will examine complex financial models and scenarios. This course will draw heavily upon the many financial concepts and theories covered in Business Administration 351. Topics will include: financial planning, networking capital financing, merger and acquisitions, and international managerial financial analysis. *Prerequisite*: Business Administration 351.

Business Administration 372. Human Resource Management. (S)(3)

Using a system-process model, this course discusses the various subsystems (recruitment, selection, compensation, task specification, etc.) which fall under the responsibility of the HRM function. The subsystems are designed to provide for the efficient and effective utilization of human resources in business concerns. *Prerequisite*: Business Administration 352.

Business Administration 374. Operations Management. (F)(3)
This course utilizes the operations management decision making wheel components of quality, process, capacity, inventory, and workforce to analyze and solve both production and service enterprise problems. Topics include product management and control, process flow analysis, environment layout, forecasting, materials requirements planning, and performance improvement. *Prerequisite*: Business Administration 352.

Business Administration 376. Entrepreneurship. (S)(3)
This course provides the tools for establishing a successful entrepreneurial venture. As an applied course, students will actually begin and implement a small business by developing a business plan that includes the business purpose, competitive advantage, marketing plan, management team, facility location, and financial requirements. *Prerequisite*: Accounting 272, Business Administration 302, 352, and Marketing 321.

Business Administration 402. Business Protocol. (F)(3)
This is a study of domestic and international protocol procedures for conducting business in a global society. This course will examine customs, courtesies, lifestyle, the people, and a nation's history and government. *Prerequisite*: Business Administration 302, 352. (Odd years only).

Business Administration 404. Investments. (S)(3)
Intermediate discussion of stocks, bonds, and other investments, analysis of the theories of investing, return and risk valuation of stock. The course will culminate in the management of a portfolio for various investment alternatives. *Prerequisite*: Business Administration 351. (Even years only).

Business Administration 440. Business Ethics & Social Responsibility. (F)(3)
Sensitizes students to the ethical implications of business activity and provides a theoretical framework within which responsible decisions can be made. The course relates the ethical considerations and legal principles to the corporations' responsibility to society. Students cannot receive credit for both Business Administration 440 and Accounting 440. Students must have junior or senior status. (Even years only).

Business Administration 445. Global Business. (F)(3)
A study of the global business practices commonly used throughout the world. This course will focus on functional areas of business and their various applications in a global setting. *Prerequisite*: Business Department students with senior status or permission of Department Chair.

Business Administration 451. Strategic Decisions. (F,S)(3)
A capstone course for Business Administration majors which attempts to bring together knowledge acquired in all of the functional areas of business (accounting, economics, finance, management, marketing and technology). Strategic decision making models will be introduced to develop the implementation of functional knowledge to life situations. *Prerequisite*: Senior status in the Business Administration program and the successful completion of Accounting 272, Business Administration 151, 302, 351, 352, Economics 203, 204, and Marketing 321. This course must be taken at Union College. Students must earn a grade of "C" or higher in this course.

Business Administration 485. (on demand)(1-6)
Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Business Administration 488. Business Seminar. (on demand)(3)
An advanced course of selected topics of interest in the field of Business Administration. *Prerequisite*: Business Department major or minor with junior or senior standing and 21 credit hours in business courses.

Business Education

Business Education 263. Intermediate Keyboarding/Word Processing. (F, on demand)(3)
This course is designed to utilize today's technology to help students build strong keyboarding and document processing skills. This course provides students with a variety of real-world word processing exercises covering correspondence, reports, special documents, forms, tables and charts, importing and exporting, merging and sorting, file management, desktop publishing, legal and medical documents, rough draft data, and times production projects. *Prerequisite*: One semester of keyboarding or typing in high school, college, its equivalent (state certified exam), or thirty-five words per minute demonstrated proficiency.

Business Education 431. Office Systems. (S, on demand)(3)
Emphasis is placed on an information systems approach of office proficiency, records management, internal and external office communications, information processing and administrative support services. *Prerequisite*: Business Education 263.

Business Education 462. Methods of Teaching Business and Marketing Subjects. (F, on demand)(4)
A study of the methods, materials, and objectives in teaching business and marketing subjects in the middle and secondary school. Discussion includes teaching strategies such as questioning, lecturing, problem-solving, constructing lesson objectives, constructing valid and reliable tests, interpreting test scores and presenting lectures on video tape. *Prerequisites*: Admission to Teacher Education Program and junior standing. Students must have at least 12 hours from the Union College Department of Business. Transfer students must have permission of the instructor to take this course. This course must be taken at Union College.

Computer Information Systems

Computer Information Systems 112. Fundamentals of Technology and Information. (F,S)(3)
A study of the fundamental principles and applications of technology and information will include microcomputer operations and applications, information system process, telecommunication use, and an introduction to the use of Union College's technology and information resources.

Computer Information Systems 221. COBOL Programming. (F)(3)
A study of the fundamental principles of algorithm development and structured computer programming used in solving business information systems problems, including an introduction to design and implementation documentation used by industry. Major topics include control structures, data structures, program design techniques, sequential files, modular design of algorithms, uses of bulk storage devices, random files, master file maintenance systems, advanced report writing and subprograms. *Prerequisite*: Computer Information Systems 112 and one of the following: Mathematics 110 or 131 (or higher) or Accounting 271.

Computer Information Systems 241. Advanced Applications & Hardware. (F)(3)
A study of the fundamental concepts and terminology of computer hardware, operating systems, and advanced microcomputer applications. An advanced examination of applications for microcomputers and the role these applications play in meeting information needs will be covered. *Prerequisite:* Business Administration 151 or Computer Information Systems 112 with a grade of "C" or better.

Computer Information Systems 250. VISUAL BASIC Programming. (S)(3)
A study of the VISUAL BASIC programming language including problem definition, flowcharting, and solving problems that are adaptable to business and/or science applications. Laboratory work designed to illustrate the basic principles of structured programming in VISUAL BASIC will provide hands-on experience on microcomputers. *Prerequisite*: Mathematics 110 or higher. Computer Information Systems 112/Business Administration 151 and Computer Information Systems 221 recommended.

Computer Information Systems 312. Computer Architecture. (S)(3)
A study of the fundamental concepts and terminology of computer architecture (including assembly languages) with emphasis on the relationships among hardware, architecture, systems software, and applications software. *Prerequisites:* Computer Information Systems 241 and Mathematics 110 or higher.

Computer Information Systems 330. Analysis & Logical Design. (S)(3)
Students with information technology skills will learn to analyze and design information systems. This course will study a range of methodologies used in analysis and design. *Prerequisites:* Computer Information Systems 241.

Computer Information Systems 350. Intermediate Programming. (F)(3)
An examination and study of fundamental principles and structured programming used to solve problems in business and the mathematics/science fields. Major topics include problem definition, flowcharting and design/implementation documentation. Specific programming languages may vary to meet current needs and trends, but may include Advanced COBOL, C, C++, or other structured programming languages. *Prerequisite*: Computer Information Systems 112, a programming language, and Mathematics 131.

Computer Information Systems 425. Network & Telecommunications. (F)(3)
An in-depth study of data communications and networking requirements, including technologies, hardware, and software. Emphasis is upon the analysis and design of networking applications in organizations and the management of telecommunications networks. *Prerequisite*: Computer Information Systems 330 and 350.

Computer Information Systems 450. Advanced Programming. (S)(3)
An advanced study of programming software used in society. Focus will be centered on current or leading edge programs that will better prepare students for employment in the technology fields. Languages may include Visual C++, Java, and others. *Prerequisite*: Computer Information Systems 350, with others determined by specific language used.

Computer Information Systems 485. Computer Internship. (on demand)(1-6)
Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Computer Information Systems 488. Computer Seminar. (on demand)(3)
An advanced course of selected topics of interest in the field of Computer Information Systems. *Prerequisite*: Credit hours in business courses, with other prerequisites determined by specific topics.

Marketing

Marketing 272. Personal Selling. (F)(3)
The interpretation of sales techniques and methods, prospecting customers, interviews, sales presentations, demonstrations, and closing the sale are presented.

Marketing 321. Principles of Marketing. (F)(3)
The study of the movement of goods from producer to consumer and an examination of the functions of the marketing process, marketing institutions, channels of distribution, legal aspects, and policy considerations.

Marketing 322. Consumer Behavior. (S)(3)
A study of the factors and principles that govern behavior and decision making patterns in the consumer marketplace. Students will study behavior that consumers display in searching for, purchasing, using, evaluating, and disposing of products, services and ideas. *Prerequisite*: Marketing 321. (Even years only)

Marketing 370. Advertising. (S)(3)
This course provides an overview of the social, economic, and marketing environment in which advertising functions. This course will provide an in-depth coverage of advertising activities as they relate to consumer-driven mass media marketing activities. The course will focus on advertising planning and management as well as media strategies available to organizations. *Prerequisite*: Marketing 321.

Marketing 421. Business Logistics. (F)(3)
A study of the broad field of logistics. A major emphasis will be the regulatory environments of each of the major modes of transport and the crucial nature of distribution and handling of materials in domestic and international markets. A systems approach to transportation, warehousing, material handling, packaging and other related topics will be followed. *Prerequisite*: Marketing 321.

Marketing 485. Marketing Internship. (on demand)(1-6)
Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Marketing 488. Marketing Seminar. (S, on demand)(3)
An advanced course of selected topics of interest in the field of Marketing. *Prerequisite*: Business major/minor with junior or senior standing and 21 credit hours in business.

Department of Educational Studies

Steven Turner, Department Chair
Kathy Valentine, Secretary

Majors: Elementary Education, Middle Grades Education, Secondary Education, Special Education.

The Educational Studies program at Union College offers undergraduate certification programs at the Elementary, Middle Grades, Secondary and Special Education levels. Graduate work in education, leading to a Master's degree or Rank I is described in the Graduate Catalog.

The undergraduate programs in Educational Studies have as their primary objective the preparation of well-educated teachers for public and private schools in Kentucky and the nation. The teacher education programs described on the following pages prepare the student to receive a Baccalaureate degree and, upon recommendation of the College, a Kentucky teacher's certificate. A student who wishes to teach in a state other than Kentucky should determine certification requirements in that state, and plan a program accordingly. Information on certification requirements in other states is available in the Registrar's office and in the Career Planning and Placement Office.

Students preparing for teacher certification must be admitted to the Teacher Education Program. Up to nine hours from the following 12-hour block of Education courses - they are EDUC 241, 242, 351 or 352, and 460 - may be taken prior to admission to Teacher Education. Beginning with the spring 2002 semester, admission to Teacher Education will be a prerequisite for EDUC 460. In Special Education, SPED 201 and 205 can be taken prior to admission to Teacher Education. Prospective Special Education majors are especially encouraged to do so.

Graduates continuing their professional preparation through the Graduate Studies Program and seeking initial certification must also be admitted to the Teacher Education Program and fulfill the requirements described in this catalog.

In conjunction with the graduate program an **Alternative Certification** track is available for those who have been hired by a school system under emergency certification. Applicants for this program should call the Educational Studies department for program details.

Teacher education at Union is an outgrowth of the liberal arts foundation of the college. We believe that a liberal arts education will strengthen prospective teachers giving them the intellectual resources needed in today's classrooms. Augmenting the **Liberal Education Core** taken by all students, Teacher education incorporates in its programs culturally important readings and films that have helped to shape our society.

Technology is also a component of the program. A web-based **Electronic Student Portfolio** will follow the student from the first course in Education through student teaching. Students will set up web sites early in the program, and develop their ESPs, collecting outstanding examples of the work for faculty assessment.

Attention: the Teacher Education program is subject to regulations established by the State Department of Education and the Professional Standards Board. Those standards may supersede what is printed in this catalog. Students are strongly urged to talk with their Teacher Education advisor before registration each semester. Similarly, Union College has redesigned its liberal education core. As those changes take place students may need to make alterations to their academic/content areas.

Goals of the Teacher Education Program

The Teacher Education Program at Union College seeks to ensure the realization of the following outcomes by each student:

1. Professional Knowledge
   - — develops a historical perspective of the development of American schooling
   - — understands human growth and development
   - — possesses knowledge of educational psychology/theories of learning
   - — understands various instructional theories
   - — has knowledge of special needs populations
   - — understands the professional/ethical role of the teacher
   - — develops a personal teaching philosophy
2. Professional Abilities
   - — identifies and utilizes research to facilitate teaching
   - — plans instruction
   - — implements instruction
   - — evaluates instruction
   - — stimulates student learning
   - — manages classroom effectively
   - — maintains positive relations with students
   - — maintains classroom discipline
   - — maintains positive relations with colleagues, parents, and community
3. Professional Traits
   - — practices appropriate personal/professional behavior
   - — receptive to change/new ideas
   - — willing to take risks/learns from successes and failures
   - — strives for high levels of achievement
   - — assumes multiple professional roles
   - — seeks opportunities for professional growth
   - — attends to special needs populations
   - — values cultural diversity

Kentucky Professional Standards Board Standards

The Kentucky Professional Standards Board has adopted nine standards for beginning teachers. The goals of the Union College Teacher Education Program support and expand upon these **New Teacher Standards**:

1. The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
2. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
6. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
7. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
8. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
9. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Requirements for Admission to the Teacher Education Program

1. Student admitted to Union College.
2. **Student files an application for admission to the Program.**
3. Student signs a statement indicating his or her adherence to the Kentucky Education Professional Standards Board Code of Ethics.
4. Student completes Critical Dialogues I and II (or equivalent) with a semester grade of C or better in both courses.
5. Student completes Education 241, Introduction to Education, and Education 242, Early Involvement Internship, with a semester grade of "C" or better in both courses.
6. Student demonstrates General Education Proficiency in one of the following ways:
   A. A minimum composite score of 21 on the Enhanced American College Test (ACTE); or a minimum score of 970 on the Scholastic Aptitude Test (SAT); or a 400 on the Graduate Record Exam and a GPA of 2.50 or better. **The student must take the Praxis I test of basic skills in Reading, Writing and Mathematics**. Praxis passing scores are set by the State Department of Education.
   B. Students with a score of 18-20 on the Enhanced American College Test (ACTE); or SAT of 860-980 and GPA of 2.75 is required. **The student must take the Praxis I test of basic skills in Reading, Writing and Mathematics**. Praxis passing scores are set by the State Department of Education. Students with an ACT below 18, or below the minimum scores on the other tests must retake the test achieving the target score before admission to the Teacher Education program is granted.
7. Student completes a minimum of 30 college credit hours with a grade point average of 2.50 or better. (NOTE: Transfer students must have a 2.50 cumulative GPA for all work completed at Union College, if any, as well as an overall academic standing of 2.50, including all accepted transfer credits and Union College credits.)
8. Student presents four recommendations from faculty members, including one from the Education Department, one from their major area of study, and two others, prior to the Teacher Education Interview.
9. Student submits an up-to-date criminal record check to the Department.
10. Students completes an essay, titled "Why I Want To Be A Teacher," to validate writing proficiency.
11. Student passes a Teacher Education Interview, which evaluates the individual's ability to communicate orally.
12. The Teacher Education Committee, consisting of representatives of most disciplines must approve applicants.

The Education office has an admission packet with all necessary forms.

Students are not eligible for Education courses beyond those listed above until admitted into the Teacher Education program.

Requirements for Admission to Student Teaching

Students requesting admission to student teaching must meet all eligibility requirements (full listing obtained from the Department) and must be approved by the Director of Student Teaching and the Teacher Education Committee. Students are not eligible to begin student teaching until completion of the following:

1. Admittance to the Teacher Education Program.
2. **Completed application for student teaching by mid-term of the semester immediately preceding the term in which student teaching will occur.**
3. Validation of writing proficiency.
4. Senior standing with at least 90 semester hours of credit with a minimum cumulative GPA of 2.50 at Union College (UC coursework only), and a minimum cumulative GPA of 2.5, including all UC coursework and all accepted transfer work, if applicable. In addition, a minimum GPA of 2.50 in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan, and a minimum GPA of 2.50 in the teaching area or major are also required.
5. At least 75% of all courses successfully completed in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan, and 75% of all courses successfully completed in the teaching area or major. The appropriate Methods and Materials course (Education 432, 446 or 452) must also be completed with a grade of "C" or better.
6. Moral, social and ethical behavior that meets requirements of the College and the Kentucky Education Professional Standards Board, and a signed Kentucky Teachers' Code of Ethics statement to support such behavior.
7. Submission of a current medical examination (within the preceding 12 months) and a current tuberculosis test within the preceding twelve months.
8. Submission of a current criminal record check within the preceding twelve months and documentation of tort liability insurance coverage or waiver (it should be noted that some school systems require crime checks for the preceeding 6 months).
9. Completion of institution prerequisites for time in residence and pre-student teaching field experiences (minimum of 81 hours of field-based observation and participation), and submission of a preliminary student teaching agreement (contract) with all necessary signatures.

The curriculum plans for Teacher Education are divided into three components:
Pre-professional
Professional
Academic/Content
All of these components individually require a GPA of 2.50.

No earlier than the final year of preparation for certification students must take the Praxis II test in the area and level that the student plans to teach. This test is required by the State Department of Education and they set the passing score. Most students take the test just prior to or during student teaching. You cannot be certified without Praxis II scores. Student Support Services provides study guides and test-taking strategies for both the Praxis I and Praxis II.

Elementary Education Curriculum

Elementary Education (P-5) majors need both a biological and a physical science course; each must include a laboratory. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

General Requirements

1. Union College Liberal Education Core (OR General Education transfer equivalency). **Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.**
2. Multicultural Studies (3): further multicultural options are available each semester. The Education Studies department will distribute a list of approved courses. These courses may be selected from other disciplines.

I. Pre-professional Courses for students preparing to teach Elementary Education (P-5). These courses cannot be satisfied by independent study, CLEP or pass/fail options. Minimum GPA of 2.50 required.

A. Psychology 111 – Introduction to Psychology (3)
B. Physical Education 261 – Physical Education In the Elementary School (3)
C. Art 271 – Elementary School Art (3)
D. Mathematics 203 – Math for Elementary School Teachers I (3)
E. Mathematics 204 – Math for Elementary School Teachers II (3)
F. English/Communications 351 – Critical Study of Children's Literature (3)
G. Music 373 – Elementary School Music (3)

II. Professional Preparation for students preparing to teach Elementary Education (P-5). The following requirements cannot be met by CLEP, independent study, or pass/fail options. A grade point average of 2.50 is required, and no grade below "C" is acceptable. To be eligible for Student Teaching (EDUC 433), nine of the remaining twelve courses, including EDUC 432, Methods and Materials must be completed.

A. Education 241 — Introduction to Education (3)
B. Education 242 — Early Involvement Internship (3)
C. Education 341 — Methods of Teaching Mathematics in the Elementary School (3)
(Prerequisites: Admission to Teacher Education; Mathematics 203 and 204)
D. Education 342 — Teaching Science in the Elementary Grades (3)
(Prerequisite: Admission to Teacher Education; Core Science Requirement)
E. Education 351 — Human Growth and Development (3)
F. Education 361 — Reading in the Primary Grades (3)
(Prerequisite: Admission to Teacher Education)
G. Education 362 — Teaching Reading in the Content Subjects (3)
(Prerequisite: Admission to Teacher Education)
H. Education 432 — Methods and Materials in the Elementary School (4)
(Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching)
I. Education 433 — Supervised Student Teaching in the Elementary School (12)
(Prerequisite: Admission to Teacher Education & Student Teaching; fee required)
J. Education 441 — Elementary School Social Studies (3)
(Prerequisite: Admission to Teacher Education)
K. Education 460 — Learning Theories for Educators (3)
(Beginning with the spring 2002 semester, admission to Teacher Education will be a prerequisite for Education 460.)
L. Education 488 — Professional Interaction in the Schools (3)
(Prerequisite: Admission to Teacher Education)
M. Special Education 201 — Survey of Exceptionalities (3)
(Prerequisite: Psychology 111)

Important! – Changes have been made in some curriculum plans to reflect the new Core. Those changes may NOT be reflected below. Be sure to see your advisor before registering for classes each semester.

III. Academic Emphasis. The academic emphasis component must include 21 semester hours in one of the following five options. Minimum GPA of 2.50 required.

A. English/Communications:

ENCO 221 – Introduction to Mass Communication	(3)
ENCO 222 – Introduction to Critical Studies	(3)
ENCO 311 – Intermediate Composition	(3)
ENCO 321 – Advanced Public Speaking	(3)
ENCO 351 – Critical Study of Children's Literature	(3)
ENCO 421 – History of the English Language	(3)
ENCO – Elective	(3)

B. Fine Arts/Humanities:

Art 271 – Elementary School Art	(3)
Music 373 – Elementary School Music	(3)
Art 273 – Art History	(3)
Select two of the following:	
Art 132 – Introduction to Art	(3)
Music 121 – Introduction to Art	(3)
Drama 131 – Introduction to Drama	(3)
One Elective at the 300+ level	(3)
Religion	
Philosophy	
Music	
Select one of the following:	(3)
Philosophy 252 – Ethics and Society	
Religion 212 – New Testament	
Religion 231 – World Religions	

C. Mathematics Studies:

Mathematics 110 – Topics in Contemporary Mathematics	(3)
Mathematics 131 – College Algebra	(3)
Mathematics 203 – Math for Elementary School Teachers	(3)
Mathematics 204 – Math for Elementary School Teachers	(3)
Mathematics 301 – Principles of Geometry	(3)
Mathematics Elective	(3)
Computer 250 – Visual BASIC	

D. Sciences:

Biology 111 – Introduction to Biology	(4)
Select two courses	
Biology 232 – General Zoology	(4)
Biology 233 – General Botany	(4)
Biology 331 – Human Physiology	(4)
General Science 101 - Physical Science	(4)
General Science 471 – Science Seminar	(1)
Select one of the following groups:	(4)
Physics 111-113 – College Physics and Lab	
Physics 112-114 – College Physics and Lab	
Chemistry 111-131 – General Chemistry and Lab	

E. Social and Behavioral Sciences
Geography 101 – Introduction to Geography (3)
History 201 – U.S. History to 1865 (3)
Or
History 202 – U.S. History Since 1865 (3)
Anthropology 221 – Introduction to Cultural Anthropology (3)
Or
Sociology 131 – Introduction to Sociology (3)
Political Science 101 – American National Government (3)
Or
Political Science 231 International Politics (3)
Economics 203 – Macroeconomics (3)
Or
Economics 204 – Microeconomics (3)
Select two 200+ level electives from Anthropology, Economics, History, Political Science, Psychology, or Sociology (6)

Middle Grades Education Curriculum

Middle Grade (5-9) majors need at least three hours each of a biological and a physical science; one must include a laboratory. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

General Requirements

1. Union College Liberal Education Core (OR General Education transfer equivalency). **Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.**
2. Multicultural Studies (3): further multicultural options are available each semester. The Educational Studies Department will distribute a list of approved courses. These courses may be selected from other disciplines.

I. Pre-professional Courses for students preparing to teach in the Middle Grades (5-9). These courses cannot be satisfied by independent study, CLEP, independent study, or pass/fail options. Minimum GPA of 2.50 required.

Psychology 111 – Introduction to Psychology (3)

II. Professional Preparation for Middle Grades Teachers (5-9). The following requirements cannot be satisfied by CLEP, independent study or the Pass/Fail option. A grade point average of 2.50 is required, and no grade below "C" is acceptable. To be eligible for Student Teaching (EDUC 443), nine of the remaining eleven courses, including EDUC 436, Methods and Materials must be completed.

A. Education 241 — Introduction to Education (3)
B. Education 242 — Early Involvement Internship (3)
C. Education 352 – Human Growth and Development in the Mid. Grds (3)
D. Education 361 — Reading in the Primary Grades (3)
(Prerequisite: Admission to Teacher Education)
E. Education 362 — Teaching Reading in the Content Subjects (3)
(Prerequisite: Admission to Teacher Education)
F. Education 352 — Human Growth and Development in the Middle Grades (3)
G. Education 370 — Curriculum Development for the Middle Grades (3)
(Prerequisite: Admission to Teacher Education)
H. Education 436 — Methods and Materials for the Middle Grades (4)
(Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching)
I. Education 443 — Supervised Student Teaching in the Middle Grades (12)

(Prerequisite: Admission to Teacher Education & Student Teaching; fee required)

J. Education 460 — Learning Theories for Educators (3)
(Prerequisite: Psychology 111. Beginning with the spring 2002 semester, admission to Teacher Education will be a prerequisite for Education 460.)

K. Education 488 — Professional Interaction in the Schools (3)
(Prerequisite: Admission to Teacher Education)

L. Special Education 201 — Survey of Exceptionalities (3)

Important! – Changes have been made in some curriculum plans to reflect the new Core. Those changes may NOT be reflected below. Be sure to see your advisor before registering for classes each semester.

III. Teaching Fields. Each student will complete a minimum of 24 semester hours in two fields of study. The Kentucky Department of Education has established a new single subject, major or area option. Please see your advisor for details. Minimum GPA of 2.5 required in each teaching field.

A. English and Communication:

ENCO 221 – Introduction to Mass Communication (3)
ENCO 222 – Introduction to Critical Studies (3)
ENCO 311 – Intermediate Composition (3)
ENCO 321 – Public Speaking (3)
ENCO 352 – Literature for Adolescents and Young Adults (3)
Choose One:
ENCO 341 – Literary Types (3)
ENCO 342 – Texts in History Since 1850 (3)
ENCO 421 – History of the English Language (3)
ENCO – 432 – Public Discourse in History (3)

B. Science:
Biology 111, 233 or 321, and 232 or 330; Physics 111 and 113, or 211 and 213; Chemistry 101 or 111 and 131; One of the following sequences of courses: Physics 112, 114 and a physics elective (not to include Physics 212 and 214); Chemistry 112, 132, and a chemistry elective; one further course to be named later.

C. Social Studies:
History 131 or 132, 201, 202, 361 or 446, Geography 101, Political Science 101 or 110, Economics 203 or 204, Sociology 131 or Anthropology 221

D. Math Option I:
Mathematics 110, 203, 204, 241, 301, 331, Computer Information Systems 250, and one mathematics elective

E. Math Option II:
A minor in mathematics plus Mathematics 203, 204, 241, 242, and Computer Information Systems 250.

F. Special Education: Learning and Behavior Disorders K-12 (27)
Special Education 201, 205, 301, 303, 310, 312, 410, 412, plus Math 203, 204 and Art 271 or Music 373

Secondary Education Curriculum

Union College offers a variety of certification areas for secondary students.

Certification for grades 8 – 12 includes the following: Biology, Chemistry, Earth Science, English, Mathematics, and Social Studies. In accordance with state certification regulations, students wishing to teach at the secondary level must complete a content subject major or area in addition to the Secondary Education coursework. See the appropriate section of the catalog for those major requirements. To be certified in English, Physical Science or Social Studies, the area rather than the major is required.

Multi-grade certification is available in Physical Education (P-12), Health (P-12), Music (P-12), and Business Education (5-12). See appropriate sections of catalog for details.

Secondary Majors (8-12) need at least three hours each of Biology and one other science course of which one must include a lab. Those interested in Chemistry or Physics should meet with their advisor. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

General Requirements

1. Union College Liberal Education Core (OR General Education transfer equivalency). **Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.**
2. Multicultural Studies (3): further multicultural options are available each semester. The Education Studies department will distribute a list of approved courses. These courses may be selected from other disciplines.

I. Pre-professional Course for students preparing to teach Secondary Education (8-12). These courses cannot be satisfied by CLEP or pass/fail options. Minimum GPA of 2.50 required.

Psychology 111 – Introduction to Psychology (3)

II. Professional Preparation for Secondary Teachers (8-12). CLEP, Independent Study or the Pass/Fail option will not satisfy these requirements. A grade point average of 2.50 is required and no grade below a "C" is acceptable. To be eligible for student teaching, 75% of the courses in the major or area must be completed, and six of the following seven courses, including EDUC 452, Methods and Materials must be completed.

A. Education 241 — Introduction to Education (3)
B. Education 242 — Early Involvement Internship (3)
C. Education 351 — Human Growth and Development (3)
D. Education 452 — Methods and Materials in the Secondary School (4)
(Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching)
E. Education 453 — Supervised Student Teaching in the Secondary School (12)
(Prerequisite: Admission to Teacher Education & Student Teaching; fee required)
F. Education 460 — Learning Theories for Educators (3)
(*Prerequisite: Psychology 111. Beginning with the spring 2002 semester, admission to Teacher Education will be a prerequisite to Education 460.*)
G. Education 488 — Professional Interaction in the Schools (3)
(Prerequisite: Admission to Teacher Education)
H. Special Education 201 — Survey of Exceptionalities (3)

Important! – Changes have been made in some curriculum plans to reflect the new Core. Those changes may NOT be reflected below. Be sure to see your advisor before registering for classes each semester.

Degree in Secondary Education with a Major in English/Communication

Students preparing to teach high school English must complete the English/Communication major (found on page 55), which must include ENCO 352. In addition, they take Education 362 and complete the requirements for secondary teacher certification outlined in the Education Department section. Experiences in theatre or journalism (for example, THTR 180 Theatre Practicum or participation in *Express Online*) are also valuable to prospective high school English teachers and are strongly recommended. **Note:** To meet the major and certification requirements in four years, some summer courses will be necessary.

Certification in Science and Mathematics:

Secondary certification includes Biology, Chemistry, Physics, or Mathematics. Secondary students will major in one of those fields.

Area in Social Studies :

Students completing the requirements for the Area in Social Studies will be certified to teach Social Studies and receive a major in history. Please refer to the sections for the Department of History, Religion, Philosophy, and Ancient Languages and the Department of Social and Behavioral Sciences for more information.

An area of concentration consists of a minimum of sixty semester hours to include: 11 courses in history for a minimum of at least 33 semester hours with History 131 and 132 required as well as History 300 and four courses in U.S. history and four courses in non-U.S. history. History courses numbered 381 and 481 are special topics courses which will be offered in the area of U.S. history, non-U.S. history, or non-Western history and credit will be given in the appropriate area depending on the course content.

The remaining 27 semester hours credit must come from courses selected from the following disciplines: six hours economics (ECON 203 and 204), three hours psychology (PSYH 111), three hours anthropology (ANTH 221), three hours geography (GEOG 101), nine hours political science (PLSC 101 required, additional six hours from PLSC 231, 305, 308, 460, 470), and three hours sociology (SOCI 131).

Special Education Curriculum

Union College offers a major in Special Education leading to certification in Learning and Behavior Disorders (P-12). Appropriate PRAXIS tests must be successfully completed for certification. Majors are required to take both a biological and physical science course; one must include a lab. Also, see requirements for admission to student teaching. The new Liberal Education Core will make changes in some Education programs. Talk to you advisor on how the changes may affect you.

General Requirements

1. Union College Liberal Education Core (OR General Education transfer equivalency). **Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.**
2. Multicultural Studies (3): further multicultural options are available each semester. The Education Studies department will distribute a list of approved courses. These courses may be selected from other disciplines.

I. Pre-professional Course for students preparing to teach Special Education (P-12). These courses cannot be satisfied by CLEP, independent study, or pass/fail options. Minimum GPA of 2.50 required.

Psychology 111 – Introduction to Psychology (3)

II. Professional Preparation for Special Education Teachers (P-12). CLEP, Independent Study or the Pass/Fail option will not satisfy these requirements. A grade point average of 2.50 is required and no grade below a "C" is acceptable. To be eligible for student teaching, seven of the following nine courses must be completed.

A. Education 241 — Introduction to Education (3)
B. Education 242 - Early Involvement (3)
C. Education 341 — Methods of Teaching Mathematics in the Elementary School (3)
(Prerequisites: Admission to Teacher Education; Mathematics 203 and 204)
D. Education 351 - Human Growth & Development (3)
E. Education 361 — Reading in the Primary Grades (3)
(Prerequisite: Admission to Teacher Education)
F. Education 362 — Teaching Reading in the Content Subjects (3)
(Prerequisite: Admission to Teacher Education)
G. Education 460 - Learning Theories (3)
(Prerequisite: Psychology 111, Beginning with the spring 2002 semester, admisstion to Teacher Education will be a prerequisite for Education 460)
H. Education 488 - Professional Interaction (3)
(Prerequisite: Admission to Teacher Education)

Choose one of the following:

I. Education 342 — Teaching Science in the Elementary Grades (3)
(Prerequisite: Admission to Teacher Education; Core Science Requirement)
OR
Education 441 Elementary School Social Studies (3)
(Prerequisite: Admission to Teacher Education)

Choose one of the following:

J. Art 271 — Elementary School Art (3)
OR
Music 373 — Elementary School Music (3)
K. Education 433/443/453 Student Teaching in the Special Education Setting (12)
(Prerequisite: Admission to Teacher Education & Student Teaching, fee required)

III. **Special Education Professional Preparation**. These requirements may not be satisfied by CLEP, Independent Study, or the pass/fail option. A minimum 2.5 GPA is required, and no grade below "C" is acceptable. To be eligible for student teaching, six of the following eight courses must be completed.

A. SPED 201 Survey of Exceptional Learners (3)
B. SPED 205 Characteristics & Curriculum for Exceptional Learners (3)
C. SPED 301 Assessment of Exceptional Learners (3)
(Prerequisite: Admission to Teacher Education; SPED 201)
D. SPED 305 Methods & Materials for Exceptional Learners (3)
(Prerequisite: Admission to Teacher Education; specified SPED courses)
E. SPED 310 Program Adaptations & Teaching Strategy Modifications (3)
(Prerequisite: Admission to Teacher Education; specified SPED courses)
F. SPED 312 Motivation & Management of Exceptional Learners (3)
(Prerequisite: Admission to Teacher Education; specified SPED courses)
G. SPED 410 Practical Application & Research (3)
(Prerequisite: Admission to Teacher Education; specified SPED courses)
H. SPED 412 Field Experiences (3)
(Prerequisite: Admission to Teacher Education; specified SPED courses)

Education

Students preparing for teacher certification **must be admitted to the Teacher Education** Program. Up to 9 hours from the following 12 hour block of courses, EDUC 241, 242, 351 or 352, and 460 (Beginning with the spring 2002 semester, admission to Teacher Education will be a prerequisite for EDUC 460), may be taken prior to admission to the Program. Students may also take SPED 201 and SPED 205 prior to entering the Program. Students planning to major in Special Education are encouraged to take both SPED 201 and 205 in their sophomore year, prior to entering the program.

Education 241. Introduction to Education. (F,S)(3)
Explores the purposes, functions, and aims of education. Students study topics that include: teaching as a profession, historical and philosophical foundations of education, the theories and influences of great education thinkers, legal aspects of education, and the funding and structure of school programs. Students also begin making entries their Electronic Student Portfolios.

Education 242. Early Involvement Internship. (F,S)(3)
A practical course in which students are assigned to a school classroom and meet periodically to discuss and generalize their experiences. The course focuses specifically on the key aspects of the Kentucky Education Reform Act of 1990 and the Kentucky Curriculum Frameworks. Students set-up their web-based Electronic Student Portfolios. To be taken concurrently with Education 241. A $15 fee is charged. Forty-six hours of field experience is required.

Education 341. Methods of Teaching Mathematics in Elementary School. (S)(3)
Modern methods and materials for teaching mathematics in the elementary school. *Prerequisite: Admission to Teacher Education, Mathematics 203-204.*

Education 342. Teaching Science in the Elementary Grades. (F)(3)
The student will examine science curriculum materials and activities in terms of Piaget's developmental stages. Topics will be identified that could be taught using experimental, inquiry, or discovery methods. Lesson plans will be developed using each of the three methods and activities constructed. *Prerequisite: Admission to Teacher Education; Core Science requirement.*

Education 351. Human Growth and Development. (F,S)(3)
This course focuses on basic concepts from human development from conception to death.

Education 352. Human Growth and Development in the Middle Grades. (S)(3)
This course focuses on the physical, intellectual, personal, social, and moral development of middle grades students. Influences of families, peers, school, and mass media on the are highlighted.

Education 361. Reading in the Primary Grades. (F,S) (3)
Education 361 focuses on the principles, techniques, and materials for the teaching of reading in the primary grades, with an emphasis on the methods and materials which provide for developmental and differentiated instruction. Also included will be discussion of various reading philosophies, practices, and terminology; evaluation of instructional methods and materials; independent completion of a word attack tutorial for teachers, development of a literature focus unit; reading and discussion of children's literature selections; 10 hours of observation/participation in a field placement, and in-class microteaching demonstrations. *Prerequisite: Admission to Teacher Education.*

Education 362. Teaching Reading in the Content Subjects. (F,S)(3)
Comprehension, study, and reference skills as they pertain to reading in the content subjects; emphasis on language arts and the reading-writing relationship. *Prerequisite: Admission to Teacher Education.*

Education 370. Curriculum Development for the Middle Grades. (F)(3)
This course involves tracing the history of curriculum development in the United States, as well as identifying trends in the curriculum of the middle school. It will include curriculum design, middle school terminology and techniques, social and cultural forces, political forces, programs, organization and evaluation. *Prerequisite: Admission to Teacher Education.*

Education 401. Introduction to Counseling and Guidance. (Offered periodically)(3)
Educational, sociological, and psychological foundations of counseling and guidance in schools, colleges, and related service-oriented agencies. Essential counseling and guidance services, policies, practices and procedures. *Prerequisite: Admission to Teacher Education, Psychology 111.*

Education 432. Methods and Materials in the Elementary School (F,S)(4)
Focuses on the methods and materials, and principles and practices used in primary and elementary classrooms. Emphasis will be placed on establishing the classroom environment; integrating the curriculum; utilizing developmentally appropriate practices; monitoring, assessing, and reporting student progress; and involving the family. Also included will be discussion of philosophies, terminology, and the Kentucky Education Reform Act (KERA 90); evaluation of methods and materials; development of thematic unit, including lesson ideas, Internet activities, and an individualized learning center; and 15 hours of observation/ participation in a field placement. *Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching.*

Education 433. Supervised Student Teaching in the Elementary School. (F,S)(12)
Supervised student teaching in the elementary school for a period of 12 weeks. Students will work closely with a classroom teacher, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their coursework. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites: See Requirements for Admission to Student Teaching. A fee of $125 is charged.*

Education 436. Methods and Materials for the Middle Grades. (F,S)(4)
This course focuses on instructional strategies and materials needed for releasing the potential for the middle grade student leading from concrete to abstract learning. The course will include curriculum concepts and designs, innovative activities using hands-on-experiences, techniques of writing lesson plans, the development of a unit of work, materials for journal writing, class demonstrations and evaluation. (15 hours field experience required) *Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching.*

Education 440. Early Childhood Education. (Sum)(3)
Survey of the physical, emotional, mental, and psychological development of the child under six and the role of the kindergarten teachers in working with such a child. *Prerequisite: Admission to Teacher Education.*

Education 441. Elementary School Social Studies. (F,S) (3)
This course focuses on the methods and materials, and the principles and practices needed to foster intellectual and social growth in primary and elementary school students in the area of social studies. Emphasis will be placed on appropriate and broad social studies content review, highlighting the instructional practices related to geography and history, as well as on the power of story, children's literature, and writing process, and study/reference skills as they relate to the subject of social studies instruction. Discussion of philosophies and terminology, evaluation of methods and materials, and development of a thematic unit will be included. *Prerequisite: Admission to Teacher Education.*

Education 443. Supervised Student Teaching in the Middle Grades. (F,S)(12)
Supervised student teaching in the middle school for a period of 12 weeks. Students will work closely with two classroom teachers, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their coursework. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites: See requirements for Admission to Student Teaching. A fee of $125 is charged.*

Education 452. Methods and Materials in the Secondary School. (F,S)(4)
Current teaching methods, materials, and innovations in the secondary school with directed observations, micro-teaching, and curriculum design. Internet, Power Point, and Web-paged design will also be covered. (25 hours field experience) *Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching.*

Education 453. Supervised Student Teaching in the Secondary School. (F,S)(12)
Supervised student teaching in the secondary school for a period of 12 weeks. Students will work closely with a classroom teacher, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their class work. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites: Admission to Student Teaching See Requirements for Admission to Student Teaching. A fee of $125 is charged.*

Education 460. Learning Theories for Educators. (F,S)(3)
The major focus of this course is an exploration of how individuals learn, including specific learning theories and their relation to classroom teaching. *Prerequisite: Psychology 111. Beginning with the spring 2002 semester, admission to Teacher Education will be a prerequisite for Education 460.*

Education 468. Educational Media. (Offered periodically)(3)
Practice in operating educational media and construction of classroom materials. Emphasis on educational television use in the classroom. *Prerequisite: Admission to Teacher Education.*

Education 488. Professional Interaction. (F, S,)(3)
A course dealing with the management of the classroom; and approaches to discipline. Education as it is depicted in film provides the class with examples of teachers working to solve intractable problems in schools. *Prerequisite: Admission to Teacher Education.*

Education 495. Independent Study. (F,S)(3)
Open only to advanced students in the field of Education who wish to do intensive reading in a specific interest area. *Prerequisite: Prerequisites: Admission to Teacher Education, Twelve semester hours of Education and permission of the Department Chair.*

Special Education

Special Education 201. Survey of Exceptional Learners. (F,S,)(3)
An introductory course examining characteristics, identification criteria, and teaching modifications related to the education of exceptional learners.

Special Education 205. Characteristics and Curriculum for Exceptional Learners. (3)
This course examines the specific physical, mental, emotional, social, and academic characteristics of exceptional learners and the impact each characteristic has on educational programming and curricular design.

Special Education 301. Assessment for Exceptional Learners. (3)
This course examines the formal and informal assessment of exceptional learners. Topics may include teacher-made exams, standardized tests, testing criteria, test data interpretation. *Prerequisites: Admission to Teacher Education, Special Education 201.*

Special Education 305. Methods and Materials in Special Education (3).
This course examines the selection, design and evaluation of instructional strategies and materials for exceptional learners. *Prerequisites: Admission to Teacher Education, Special Education 201, 205, 310, 312.*

Special Education 310. Program Adaptations and Instructional Strategies Modifications for Exceptional Learners. (3).
This course examines the program adaptations and instructional strategies required for full inclusion of exceptional learners. *Prerequisites: Admission to Teacher Education, Special Education 201, 205.*

Special Education 312. Motivation and Management of Exceptional Learners. (3)
This course examines a variety of motivational and classroom management theories and strategies as they relate to the exceptional learner. *Prerequisites: Admission to Teacher Education, Special Education 201.*

Special Education 410. Practical Application and Research (3)
This course in conjunction with Special Education 412 Field Experiences provides each student with the opportunity to integrate previously acquired knowledge. Course requirements include field experience activities and an applied research project. *Prerequisites: Admission to Teacher Education, Special Education 201, 205, 301. Concurrent enrollment in Special Education 412 is required unless waived by the instructor.*

Special Education 412. Field Experience (3)
This course requires fifty hours of field experience with exceptional learners in an educational setting.412 is a required course in Special Education. *Prerequisites: Admission to Teacher Education, Special Education 201, 205, 301, 305 and Concurrent enrollment in Special Education 410 is required.*

Institutional Report on the Quality of Teacher Preparation

Information provided to the Kentucky Department of Education as required by the U.S. Department of Education through Title II of the Higher Education Act.

Total number of students enrolled during 1999-2000:	121
Number of students in programs of supervised student teaching during 1999-2000:	45
Total number of supervising faculty for the teacher preparation program during 1999-2000:	9
Number of supervising faculty who were appointed full-time faculty in professional education:	5
Number of supervising faculty who were appointed part-time faculty in professional education and full-time in the institution:	0
Number of supervising faculty who were appointed part-time faculty in professional education and not otherwise employed by the institution:	4
Student / faculty ratio:	1:5
Average number of hours per week required of participation in supervised student teaching:	35
Total number of weeks of supervised student teaching required:	12
Total number of hours required:	420

Assessment Test Results

Type of Assessment	Union Results			Statewide Results		
	No. Taking	No. Passing	Pass Rate	No. Taking	No. Passing	Pass Rate
Academic Content Areas						
Elem. Ed. Curriculum Instruction	21	21	100%	1084	1045	96%
Eng. Lang. Lit. C omp. Content	4			144	136	94%
Eng. Lang. Lit. Comp. Essays	4			138	128	93%
Middle School English Language Arts	4			115	115	100%
Mathematics: Content Knowledge	1			68	66	97%
Math Proofs Models Problems Part 1	1			64	59	92%
Middle School Mathematics	1			97	96	99%
Social Studies: Content Knowledge	2			151	136	90%
Social Studies: Interpret Materials	2			141	138	98%
Middle School Social Studies	5			145	143	99%
Physical Ed.: Content Knowledge	2			98	87	89%
Physical Ed." Analysis and Design	2			96	94	98%
Business Education	1			72	67	93%
Music Concepts and Processes	1			94	77	82%
Music Content Knowledge	1			94	92	98%
Biology Content Knowledge Part 1	2			63	59	94%
Biology Content Essays	2			62	62	100%
Teaching Special Populations						
Se Applic. of Core Principles Across	8			253	236	93%
Se Behavioral/Emotional	8			156	137	88%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	39	35	90%	2104	1971	94%
Aggregate - Teaching Special Populations	8			257	225	88%
Summary Totals and Pass Rates	44	39	89%	2276	2134	94%

Note: Pass Rates are not reported if less than 10 students from the institution took the assessment.

Department of English, Communication, and Modern Languages

Andelys Wood, Department Chair

Major: English/Communication
Minor: English/Communication

Goals and Objectives

"Make connections; let rip; and dance where you can" (Annie Dillard).

This statement by Annie Dillard sums up the goals of study in English and Communication. Through study of texts, ranging from poetry to television commercials, and practice of thinking, writing, speaking, and listening, students become better prepared for the demands of a changing world. Graduates find careers in a variety of fields, including teaching, business and industry, public relations, and journalism. In addition, this major and minor provide excellent preparation for graduate study.

Upon graduation from Union College with a major in English/Communication, students should be able to:

1. Produce texts, including written, oral, and graphic, that follow the conventions of standard English usage where appropriate, that are clear, organized, developed, and thoughtful, and that demonstrate awareness of audience.
2. Interpret texts with understanding, appreciation, and judgment.
3. Discuss texts in their historical, social, and cultural contexts.
4. Demonstrate knowledge of the nature and functions of language and communication.
5. Demonstrate knowledge of the history of communication and of the English language.
6. Demonstrate knowledge of the major traditions of English and American literature and their interdisciplinary connections.
7. Continue to learn through reading, speaking, and writing.

NOTE: This is a new major, and the new courses will be phased in gradually, beginning in Fall 2002. The 2000-01 English major, minor, and area and Communication major will not be supported after Summer 2004. Students entering Union College before Fall 2001 or who expect to graduate before Spring 2005 should consult the 2000-01 Union College Catalog for requirements in the separate majors.

Assessment Procedures

Each senior in this program will be asked to compile a portfolio of work he or she has done in courses in the liberal education core and in the major and to write a short analysis of his or her work. This analysis should include a statement explaining why the chosen pieces were included in the portfolio and what they show about the student's improvement as he or she has progressed through the program. The portfolio is due two weeks before the spring Assessment Day, when each graduating senior will be interviewed by a departmental team as part of the process of assessing whether departmental goals are being met.

Bachelor of Arts with a Major in English/Communication

In addition to the following courses (47 semester hours), students complete the B.A. language requirement, which may be fulfilled by completing the equivalent of four semesters of a single foreign language (not native to the student) or two semesters of each of two foreign languages.

ENCO 221	Introduction to Mass Communication	3
ENCO 222	Introduction to Critical Studies	3
ENCO 311	Intermediate Composition	3
ENCO 321	Advanced Public Speaking	3
ENCO 322	Persuasion	3
ENCO 341	Literary Types	3
ENCO 342	Texts in History, 1800-present	3
Two "cultural group" courses, to be chosen from		6
ENCO 351	Critical Study of Children's Literature	
ENCO 352	Literature for Adolescents and Young Adults	
ENCO 425	African-American Literature	
Two "readings" courses:		
ENCO 371-372	Texts and Themes	2
One advanced "production" course from		3
ENCO 401	Advanced Composition	
ENCO 411	Composition for Teachers	
ENCO 421	History of the English Language	3
ENCO 432	Public Discourse in History	3
ENCO 442	Texts in History, before 1800	3
ENCO 471	Shakespeare	3
ENCO 472	Capstone Seminar	3

Requirements for a Minor in English/Communication

The minor in English/Communication consists of 24 hours, which must include ENCO 221, ENCO 222, and six more three-hour courses with the ENCO designation.

Degree in Secondary Education with a Major in English/Communication

Students preparing to teach high school English must complete the major above, which must include ENCO 352. In addition, they take Education 362 and complete the requirements for secondary teacher certification outlined in the Education Department section. Experiences in theatre or journalism (for example, THTR 180 Theatre Practicum or participation in *Express Online*) are also valuable to prospective high school English teachers and are strongly recommended. **Note:** To meet the major and certification requirements in four years, some summer courses will be necessary.

English/Communication

ENCO 221. Introduction to Mass Communication. (F)(3)
Examines the history and significant theories of mass communication. This course enhances media literacy and oral and written communication skills through exercises and oral and written activities applied to the mass media.

ENCO 222. Introduction to Critical Studies. (S)(3)
An introduction to the theories, practices, and habits of literary and cultural criticism, with specific texts drawn from such traditional areas of inquiry as literature, film, and rhetoric and from such emerging areas as consumer culture and folktale. *Prerequisite*: ENCO 221. *Corequisite*: INLA 202.

ENCO 311. Intermediate Composition. (F)(3)
A writing course designed to reinforce and expand expository writing skills with an emphasis on writing as process. *Prerequisite*: junior standing.

ENCO 321. Advanced Public Speaking. (F)(3)
This course provides advanced practice in oral presentations. Speaking assignments and discussions focus on context and audience driven elements of speaking and the comparison and contrast of these elements in different situations. Assignments will include business/professional speaking, teaching/training, policy/political speaking, and debate. *Prerequisite*: junior standing.

ENCO 322. Persuasion. (S) (3)
Examines classical and contemporary theories of rhetoric, persuasion, propaganda, and the processes involved in attitudinal change. Texts from a variety of media (novels, newspapers, television, film, etc.) addressing a variety of topics (politics, religion, social causes, etc.) will be explored. *Prerequisite*: ENCO 222.

ENCO 341. Literary Types. (F)(3)
Readings in one literary type such as poetry, drama, the novel, short story, or essay promote understanding and interpretation of texts through genre characteristics. May be repeated for credit for focus on a different genre. *Prerequisite*: ENCO 222.

ENCO 342. Texts in History, 1800-present. (S)(3)
Focus on a specific time period since 1800 promotes the understanding of texts in their historical, social, and cultural contexts. *Prerequisite*: ENCO 222.

ENCO 351. Critical Study of Children's Literature. (F)(3)
The course focuses on texts intended for children (up to about age 12) in their literary, historical, and cultural contexts. *Prerequisite*: ENCO 222. (Odd years only.)

ENCO 352. Literature for Adolescents and Young Adults. (S)(3)
The course focuses on texts intended for adolescents and young adults (ages about 11-18) in their literary, historical, and cultural contexts. *Prerequisite*: ENCO 222. (Odd years only.)

ENCO 371-372. Texts and Themes. (F-S)(1-1)
Students will help choose texts for discussion, related to an announced topic or figure studied in the core courses. *Prerequisite*: ENCO 222.

ENCO 401. Advanced Composition. (F)(3)
Writing competency is reinforced by further developing what has been learned in previous writing courses. The instructor will assign factual narratives, autobiographies, or other significant writing projects. *Prerequisite*: ENCO 311.

ENCO 411. Composition for Teachers. (F)(3)
Discussion and practice of the writing process; the writing portfolio; technology in the writing classroom; and other issues of concern to class members, such as evaluation of student writing, research and documentation, grammatical correctness, and writing for various media. *Prerequisite*: ENCO 311.

ENCO 421. History of the English Language. (F)(3)
A study of the origins and development of the English language and its grammar from Anglo-Saxon times to the present. *Prerequisite*: ENCO 222.

ENCO 425. African-American Literature. (S)(3)
A critical and historical study of the development of African-American literature in its various forms (slave narrative, essay, folk-tale, short story, poetry, novel, and drama) from its beginning to the present. (Even years only.) *Prerequisite*: ENCO 222.

ENCO 432. Public Discourse in History. (S)(3)
This course is designed to encourage appreciation of the rhetorical legacy, nature of the audience, ethics of persuasion, and power of public advocacy. Students will examine significant speakers and speeches in one of three time periods: Ancient Greece and Rome, the Golden Age of Public Speaking (approximately 1750-1850), or Modern Times (the 1960s to present). *Prerequisite*: ENCO 321.

ENCO 442. Texts in History, pre-1800. (S)(3)
Focus on a specific time period before 1800 promotes the understanding of texts in their historical, social, and cultural contexts. *Prerequisite*: ENCO 222.

ENCO 471. Shakespeare. (F)(3)
A critical approach to selected histories, comedies, and tragedies, focusing on historical context, the plays as cultural phenomena, and timeless human, literary and dramatic qualities. *Prerequisite*: ENCO 222.

ENCO 472. Capstone Seminar. (S)(3)
Intensive study of a topic arising out of the four years of study in the core and the major. In this course, each student will complete the portfolio and the "life philosophy document" that sums up his or her ideas of learning.

ENCO 485. Internship (on demand) (up to 4)
Professional experience with focus on gaining experience in writing, editing, design, advertising, or photography. *Prerequisites*: Fourteen credit hours in ENCO courses, junior or senior status, and permission of English department chair.

ENCO 495. Independent Study. (on demand)(3)
Intensive individual work under supervision, in some phase of English, American, or world literature, communication, or composition not otherwise covered in the curriculum. *Prerequisites:* Twenty-four credit hours in ENCO courses and permission of English department chair. May be repeated for credit.

French

The program offers the opportunity to gain understanding of France and its culture as well as a basic knowledge of the French language. Students offering more than one entrance unit in French and students transferring from other colleges should consult with the instructor before registering for any course in French.

French 111. Elementary French I. (F)(3)
Basic French grammar; simple reading, practice in the oral and written language. Not open to students with two or more years of French study or experience.

French 112. Elementary French II. (S)(3)
Continuation of French 111. *Prerequisite:* French 111 or equivalent.

French 211. Intermediate French I. (F)(3)
More detailed study of grammatical structure; study of important literary works; individual collateral reading tailored to the student's interests. *Prerequisite:* French 112 or equivalent.

French 212. Intermediate French II. (S)(3)
Continuation of French 211. *Prerequisite:* French 211 or equivalent.

French 331. French Civilization. (on demand)(3)
The economic, social, and cultural development of France, French contributions to world civilization. May not count toward fulfillment of the language requirement. No knowledge of French required.

French 495. Independent Study. (on demand)(3)
Intensive independent study of some aspect of French literature or civilization. May be repeated for credit. *Prerequisite*: Permission of English department chair.

Department of Health and Physical Education

Debora D'Anna, Department Chair

Majors: Health, Physical Education, Recreation Management and Sports Management
Minors: Athletic Training

Health

Students preparing to teach in Kentucky will receive both elementary and secondary certification by fulfilling the requirements of this program and passing the National Teachers Examination (NTE). It is strongly recommended that those students pursuing teaching certification in physical education also pursue a health major.

HLTH 278	Life Choices	(3)
HLTH 279	Life Choices II	(1)
HLTH 275	Foundations of Health Science	(3)
HLTH 311	Health Education K-12	(3)
HLTH 340	Physiology and Anatomy	(3)
HLTH 350	Administration of Public Health	(3)
HLTH 361	Principles of Nutrition	

Health Electives: 12 hours

HLTH 131	First Aid and Safety	(3)
HLTH 252	Mental Health	(3)
HLTH 272	Drugs and Society	(3)
HLTH 451	School and Community Workshop	(3)
HLTH 461	Nutrition for Special Needs	(3)
HLTH 475	Critical Areas of Health	(3)
HLTH 485	Field Exper. In Health	(3-6)
HLTH 495	Independent Study	(3-4)

Students not majoring in Physical Education must also take: PHED 351 Test and Measurements

Requirements for a Minor in Health Education: Twenty-one semester hours, which must include Health 274, 279, 311, 340, 361 or 461, and 475. Students not majoring in Physical Education must also take PHED 351.

Health 131. First Aid and Safety Education. (on demand)(3)
Designed to aid the student in developing an understanding of the basic principles of accident prevention as applicable to the home, the highway, and the school. First aid measures for various injuries and illnesses are discussed and practiced.

Health 252. Mental Health. (F)(3)
Basic needs for mental and emotional health. Emphasis on curriculum content and teaching aspects of mental health, and a more thorough understanding by the prospective teacher of mental health issues including stress and lifestyle, gender differences, life/death decisions, suicide, and child abuse. (Even years only.)

Health 278. Life Choices. (F,S,Sum)(3)
The study of health related factors enabling intelligent decisions as they relate to the physical, mental, and social health of self, family, and community at present and for the future.

Health 279. Life Choices II. (F,S, Sum) (1)
The course will focus on putting a wellness plan into action. The student will design and implement a wellness plan.

Health 272. Drugs and Society. (S)(3)
The effect of drug use and abuse on the individual and society. Strategies for making intelligent decisions regarding drugs will be discussed. Drugs and the sporting society will also be included. (Odd years only.)

Health 275. Foundations of Health Science. (F)(3)
This course involves a study of the history, foundational disciplines, and principles that led to the establishment of health education. The role of health education in the present health care system is also studied.

Health 311. Health Education —K-12. (S)(3)
The experiences, activities, and instruction of elementary and secondary students that lead to intelligent self-direction of health behavior.

Health 320. General School and Community Safety. (S)(3)
The review of principles and practices in establishing and maintaining a healthful and safe environment in the school, gymnasium, and playground.

Health 340. Physiology and Anatomy. (F)(3)
A study of cellular construction, tissues, organs, and systems of the human body. A study of the functions of these organs and systems as it deals with health and physical education discipline.

Health 350. Administration of Public Health. (S)(3)
This course involves a study of the leadership qualities and the basic guidelines for administrating a public health program. It includes basic concepts, administrative guidelines, and roles of public health officials, public health laws, and developing a master plan.

Health 361. Principles of Nutrition. (F,Sum)(3)
A study of the composition, nutritive value, and utilization of food.

Health 451. School and Community Health Workshop. (Sum)(3)
Reveals the relationship needed between the school and community to promote the total health of the population. Speakers are secured from official agencies, voluntary agencies, professional agencies, sponsored agencies, and other colleges. Small groups are utilized for discussion, field trips, and study through audio-visual aids.

Health 461. Nutrition for Special Needs. (S)(3)
A course focusing on the nutrition needs through the life cycle, energy metabolism, and therapeutic applications of nutrition.

Health 475. Critical Areas in Health. (F)(3)
Specific health problems confronting society today with particular reference to secondary age students.

Health 485. Field Experiences in Health. (F,Sum)(3-6)
A directed field experience in some phase of health, with consideration given to both the needs and interests of the student. Opportunities will be available for practical experiences in the school situation, official health agencies, and voluntary agencies.

Health 495. Independent Study. (F,S,Sum)(1-3)
Independent study for advanced students only.

Physical Education

Students preparing to teach in Kentucky will receive both elementary and secondary certification by fulfilling the requirements of this program and passing the National Teachers Examination (NTE).

Physical Education — with teaching certification (43 hours)

PHED 241	History and Philosophy of Physical Education	(3)
PHED 275	Principles of Elementary Movement Forms	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 360	Sport in Society	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 425	Psychological Foundations of Sport and Human Performance	(3)
HLTH 340	Physiology and Anatomy	(3)
	Four Physical Education Service Courses	(4)
PHED 261	Physical Education in the Elementary School	(3)
PHED 461	Physical Education in the Secondary School	(3)

Physical Education — non-teaching (37 hours)

PHED 241	History and Philosophy of Physical Education	(3)
PHED 321	Recreational Leadership	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 360	Sport in Society	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 425	Psychological Foundations of Sport and Human Performance	(3)
HLTH 340	Physiology and Anatomy	(3)
Four Physical Education Service Courses		(4)

A maximum of eight semester hours of service courses may be credited toward graduation. Physical education majors must take four service courses. This is the maximum that can be applied to a major, but others may be taken as electives. The following service courses also meet the elementary and secondary requirement for physical education.

Physical Education 111. Beginning Swimming (Non-swimmers only). (F,S,Sum)(1)

Physical Education 112. Intermediate Swimming. (F,S,Sum)(1)

Physical Education 113. Lifeguard Training. (S)(1)
Advanced techniques of water safety and rescue. American Red Cross certification awarded to those who qualify. Cardiopulmonary resuscitation certification also awarded to those who qualify. *Prerequisite*: Successful completion of a swimming skills pre-test or permission of the instructor.

Physical Education 121. Team Sports. (F)(1)

Physical Education 122. Volleyball. (F,S)(1)

Physical Education 132. Golf. (F,S)(1)

Physical Education 133. Tennis and Badminton. (F,S,Sum)(1)

Physical Education 134. Personal Fitness and Aerobic Activities. (F,S)(1)

Physical Education 136. Weight Training. (F)(1)

Professional Courses

Physical Education 201. Theories of Coaching Football. (F,Sum)(3)
The practical study of the game of football, as it applies to the coach and player. A study of the fundamental skills, principles, and concepts. (Odd years only.)

Physical Education 202. Coaching Men's and Women's Basketball. (F, Sum)(3) (Even years only.)

Physical Education 204. Coaching Baseball and Softball. (S,Sum)(3)

Physical Education 241. History and Philosophy of Physical Education. (S)(3)
From primitive man through the present, with particular emphasis on Greek physical education, European systems, and development of physical education in North America. Some research into the history of various sports.

Physical Education 261. Physical Education in the Elementary School. (F,M,Sum)(3)
The role of the classroom teacher in physical education. Emphasis is placed on the application of game, movements, exploration, rhythms, and self testing. Included are screening procedures for the assessment of motor development.

Physical Education 275. Principles of Elementary Movement Forms. (F)(3)
An experience in discovering the principles behind basic movement forms at the elementary physical education level. Various movement theories and concepts will be explored and examined on the cognitive and kinesthetic bases.

Physical Education 321. Recreational Leadership. (S)(3)
Leadership techniques in music, social games, arts and crafts, dramatics, camping, nature, and sports. Designed to aid students in enriching their own leisure time and to prepare for leadership in teaching, full-time Christian service, and social service.

Physical Education 340. Motor Development. (F)(3)
An examination of an individual's motor development across the lifespan. Particular emphasis will be placed on the effect physical activity has on growth and development.

Physical Education 351. Tests and Measurements in Health and Physical Education. (S)(3)
Evaluating health and physical education by the construction and administration of tests. Emphasizes reliability, objectivity, validity of tests, and grading systems.

Physical Education 360. Sport in Society. (S)(3)
A study of sport as a social institution in contemporary North American society. Emphasis will be placed on sport and its relationship with education, youth, women, politics, racism, and professionalism.

Physical Education 361. Organization and Administration of Physical Education and Athletics. (S)(3)
Administration of physical education and athletic programs in schools, with special emphasis on philosophy and leadership styles. Includes budget and finance, office management, curriculum development, facilities, legal factors, and public relations.

Physical Education 410. Exercise Physiology. (S)(3)
The effects of exercise and physical activity on various systems of the human body. Laboratory activities included. *Prerequisite*: Health 340 or permission of the instructor.

Physical Education 420. Physical Education for the Exceptional Child. (F)(3)
Health conditions, which require the physical education program to be adapted to meet the needs of individuals with handicapping conditions, will be studied. Additional emphasis on national, state, and local agencies designed to help meet the needs of these individuals. Some work with a local, exceptional population may be required.

Physical Education 421. Kinesiology. (S)(3)
An analysis of human motion and its relation to athletic and gymnastic activities; practical application of these principles. *Prerequisite:* Health 340 or permission of the instructor.

Physical Education 425. Psychological Foundations of Sport and Human Performance. (F,M)(3)
An introduction into the psychological realm of sport and physical activity and its relationship to other disciplines. The objective of this course is to enable students to understand and apply available information from sport psychology in order to make sport and physical activity a more productive and beneficial experience for the participants.

Physical Education 461. Physical Education in the Secondary School. (F)(3)
Topical areas such as philosophy, teacher certification, competencies, and professional activities will be covered. Curriculum construction, instructional methods, class management and techniques for teaching specific activities will be considered as they relate to the secondary level.

Physical Education 471. Sports Management Internship. (F,S,Sum)(6)
Supervised sports management experience in a related setting.

Physical Education 495. Independent Study. (F,S,Sum)(3)
Independent work for advanced students only.

Athletic Training

ATHT 101	Introduction to Athletic Training	(3)
ATHT 201	Injury Recognition I	(3)
ATHT 231	Injury Recognition II	(3)
ATHT 271	Therapeutic Modalities	(3)
ATHT 371	Therapeutic Rehabilitation	(3)
HLTH 340	Physiology and Anatomy	(3)
HLTH 361	Principles of Nutrition	(3)
PHED 425	Psychological Foundations of Sport and Human Performance	(3)

Recommended but not required:

HLTH 131	First Aid and Safety Education	(3)
HLTH 270	Personal and Community Health	(3)
PHED 410	Exercise Physiology	(3)
PHED 421	Kinesiology	(3)

Athletic Training 101. Introduction to Athletic Training. (F)(3)
Practical study and evaluation of various methods of conditioning. Emphasis on preventive and protective measures, practical study involving basic principles of massage, bandaging, strapping, and first aid. Analysis of the instruction and operation of the training room.

Athletic Training 151. Athletic Training Practicum I. (S)(1)
This course expands on the various taping, wrapping, padding and splinting techniques used in the training room and on the fields of competition. *Prerequisite*: Athletic Training 101.

Athletic Training 201. Injury Recognition I. (S)(3)
This course will expand the aspects of Introduction to Athletic Training. Special emphasis will be placed on the evaluation of lower extremity injuries. *Prerequisite*: Athletic Training 101.

Athletic Training 231. Injury Recognition II. (F)(3)
Continued expansion of the prevention and care of athletic injuries with special emphasis placed on the evaluation of upper extremity injuries. *Prerequisite*: Athletic Training 201.

Athletic Training 232. Athletic Training Practicum II. (F)(1)
This course develops the skills needed in the recognition and treatment of emergency and life threatening situations. CPR certification will be obtained. *Prerequisite*: Athletic Training 151.

Athletic Training 271. Therapeutic Modalities. (S)(3)
This course focuses on the techniques, the indications, and the contra-indications of therapeutic modalities in the clinical and athletic training setting. Use of electrical muscle stimulation, ultrasound, hydroculators, and thermal and cold modalities will be included. *Prerequisite*: Athletic Training 231.

Athletic Training 371. Therapeutic Rehabilitation. (S)(3)
The techniques of rehabilitation program development and the application of rehabilitation procedures of athletic injuries will be explored. Includes the proper application of isokinetic, isometric, and isotonic equipment. *Prerequisite*: Athletic Training 231.

Athletic Training 372. Athletic Training Practicum III. (S)(1)
This course further explores and develops the knowledge of injury assessment, treatment, and rehabilitation of athletic injuries. *Prerequisite*: Athletic Training 232.

Athletic Training 431. Seminar in Athletic Training. (F)(3)
Intensive study and research pertaining to the field of athletic training and sports medicine in preparation for the National Athletic Trainer's Association certification test. *Prerequisite*: Athletic Training 231.

Athletic Training 432. Athletic Training Practicum IV. (F)(1)
This course investigates the special needs of the female, the young, and the physically challenged athlete. *Prerequisite*: Athletic Training 372.

Athletic Training 451. Internship in Athletic Training. (F,S)(3)
Supervised athletic training in a school, college, or clinic setting. *Prerequisite*: Athletic Training 432.

Sports Management

The Sports Management Program is designed for individuals interested in pursuing a career in a sports management related field. Opportunities for careers exist with professional sports teams, YMCA's, health clubs, sporting goods sales, and athletic management. Two options within the program are available.

Sports Management - Health/Fitness Option (64 hours)

This is for the individual who desires to become involved as an instructor in a YMCA, health, or fitness club.

ACTG 271, 272	Principles of Accounting	(6)
BUAD 202, 302	Business Communications I & II	(6)
BUAD 352	Principles of Management	(3)
BUAD 376	Entrepreneurship	(3)
BUAD 151	Business Processes	(3)
MKTG 272	Personal Selling	(3)
MKTG 321	Principles of Marketing	(3)
HLTH 340	Physiology & Anatomy	(3)
PHED 111/112	Beginning or Intermediate Swimming	(1)
PHED 134	Personal Fitness and Aerobic Activities	(1)
PHED 241	History and Philosophy or Physical Education	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 425	Psychological foundations of Sport and Human Performance	(3)
PHED 471	Sports Management Internship	(6)
Two Physical Education Service Courses		(2)

Sports Management - Business Operations Option (73 hours)

This is designed for the individual who desires to become involved in the management/sales area of sport.

ACTG 271, 272	Principles of Accounting	(6)
BUAD 202, 302	Business Communications I & II	(6)
BUAD 310	Legal Environment of Business	(3)
BUAD 351	Principles of Finance	(3)
BUAD 352	Principles of Management	(3)
BUAD 372	Human Resource Management	(3)
BUAD 451	Strategic Decisions	(3)

BUAD 151	Business Processes	(3)
ECON 204	Principles of Microeconomics	(3)
MKTG 321	Principles of Marketing	(3)
MKTG 370	Advertising	(3)
HLTH 340	Physiology & Anatomy	(3)
PHED 241	History and Philosophy or Physical Education	(3)
PHED 321	Recreational Leadership	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 360	Sport in Society	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 471	Sports Management Internship	(6)
Four Physical Education Service Courses		(4)

Recreation Management:

The Educational Objective of this curriculum is to provide men and women with the knowledge, skills, and confidence to handle a wide array of professional opportunities now available in outdoor/ wilderness and commercial recreation as well as the preparation for life long involvement in leisure activities.

The Recreation Management Degree program will require that students complete a core program and to select an area of concentration in either Wilderness and Park Management, Outdoor Experiential Education, or Commercial Recreation (to be added at a future date).

Our students will also be required to complete an internship in their concentration and a minor in a supporting field.

This degree will prepare our graduates for careers in recreation program management, club management, outdoor recreation, experiential education, wilderness/park management, and resort recreation.

Wilderness and Park Management

RECM 111	Introduction to Recreation and Leisure	(3)
RECM 201	Prin. of Outdoor Recreation	(3)
RECM 250	Recreational Programming	(3)
RECM 130	Wilderness Survival	(3)
RECM 330	Recreation Admin/Leadership	(3)
RECM 378	Wilderness First Responder	(3)
RECM 350	Rec. Visitor Behavior	(3)
RECM 361	Readings 1 in RECM	(1)
RECM 362	Readings 2 in RECM	(1)
RECM 370	Park Planning and Design	(3)
RECM 410	Wilderness Cons.,Policy and Mgmt	(3)
RECM 475	Philosophy of RECM	(3)
RECM 480	Environmental Ethics	(3)
RECM 490	RECM Capstone	(1-3)
RECM 485	Rec. Management Internship	(12)

Outdoor Experiential Education

RECM 111	Intro. to Rec. and Leisure	(3)
RECM 130	Wilderness Survival	(3)
RECM 201	Principles of Outdoor Recreation	(3)
RECM 235	Wilderness Ad. and Educ.	(3)
RECM 250	Recreational Programming	(3)

RECM 330	Recreation Admin/Leadership	(3)
RECM 350	Recreation Visitor Behavior	(3)
RECM 361	Readings 1 in RECM	(1)
RECM 361	Readings 2 in RECM	(1)
RECM 378	Wilderness First Responder	(3)
RECM 475	Philosophy of RECM	(3)
RECM480	Environmental Ethics	(3)
RECM 485	Internship	(6-12)
RECM 490	RECM Capstone	(1-3)
RECM 411	Interpretive Methods	(3)

Electives

RECM 132	Fly Fishing	(1)
RECM 131	Mountain Biking	(1)
RECM 135	Canoe/ Kayak	(1)

Additional Course Suggestions

BIOL 232	Zoology	(3)
BIOL 233	Botany	(3)

The total number of hours for the major is 42-48 depending on how many semester hours the student takes beyond the minimum required for the internship and the capstone.

Recreation Management 111. Introduction to Recreation and Leisure. (F) (3)
The study of recreation and leisure services as governmental/social responsibilities with local and national economic impact. The course will include an overview of such varied fields as travel and tourism, fitness programming, entertainment and the arts, and adventure education.

RECM 130 : Wilderness Survival. (F,S) (3)
Explores the skills required for survival in the wild. Land navigation, survival (air, shelter, water and food) and wilderness first aid skills will be covered. This course will include off campus class sessions.

RECM 132: Fly Fishing. (S)(M)(1)
This course is designed to provide a foundation in basic casting skills, fish habitat, basic entomology, fly tying and rod construction.

RECM 131: Mountain Biking. (S)(F)(1)
Introduce students to the specific skills required to explore the Back Country by mountain bike. Topics covered will include: bike fit, trail riding, environmental issues, bike design and repair, and route planning. (prereq. RECM 130 Wilderness Survival or permission of instructor)

RECM 135: Canoe and Kayaking. (S)(3)
Introduction to the basic skills and techniques required for safe and enjoyable river and lake travel by canoe and kayak. Prerequisite: RECM 130 or permission of instructor.

RECM 201: Principles of Outdoor Recreation. (S)(3)
Study of the free-time outdoor recreational pursuits in which the activities are acted out for their own sake and in which there is an interaction with an element of nature. The nature of play, ritual and leisure within a structured entity, and its' management will be examined.

RECM 234: Wilderness Adventure and Education. (F,S, Sum)(3)
This course introduces the student to ropes and challenge courses, rappelling, rock climbing, cave exploration and backcountry recreation both in theory and practical application. Students will learn to plan, organize, and lead various exercises. Prerequisite: RECM 130 or permission of instructor.

RECM 236: Literature in Recreation and Leisure. (F) (3)
Selected authors and literature will be studied and discussed to familiarize Recreation Management majors with the breadth and complexity of the field. Seminal works written by such people as Aristotle, Thomas Jefferson, Thorstein Veblen, Aldo Leopold, and Rachel Carson will be covered in addition to works by contemporary writers.

RECM 250: Recreational Programming. (S)(3)

The program is what recreation is about. This course will cover the planning process as a logical problem solving system covering needs analysis, population identification, design, implementation, and program evaluation.

RECM 333: Recreation Visitor Behavior. (F) (3)

Examining the social-psychological principles at work when people recreate. This course is essentially the study or recreation and leisure behavior as it impacts the planning, design, and management of recreation opportunities. Special consideration will be given to the effect of human behavior on natural environments. Prerequisite: PSYH 111 or SBSC 101 or 102.

RECM 350: Recreation Administration and Leadership. (S)(3)

This course is designed to prepare students for the management of safe and environmentally responsible outdoor programs. Topics will include: risk management, leadership styles, environmental education, marketing and promotion, scheduling and program development, and business planning, financing, and budgets. Prerequisite: Average of C in RECM courses.

RECM 361: Readings 1 in Recreation Management. (F)(1)

Students will interpret seminal works in the recreation management field. Discussion will focus on understanding the different aspects of recreation management through the lens of the core curriculum.

RECM 362: Readings 2 in Recreation Management. (S)(1)

This is the second leg of the readings sequence is designed to introduce the recreation management student to the depth and complexity of the field and to let the student explore areas of particular interest to him or her.

RECM 370: Park Planning and Design. (F) (3) Every other year.

This course covers a number of basic planning and design principles such as line, texture, form and scale. Additional attention will be given to the interaction between the visitor and the park with issues such as visitor behavior, circulation, crowding and site analysis and design. Prerequisite: RECM 333: Recreation Visitor Behavior or permission of instructor.

RECM 378: Wilderness First Responder. (F)(3)

This course will cover first aid and emergency response in a wilderness environment. After completion of this course with a grade of C or above the student will qualify for DOT Wilderness First Responder certification.

RECM 410: Wilderness Conservation, Policy and Management. (S) (3) Every other year

Study of the historical, philosophical and legislative background for the development and management of our national system of wilderness and other protected lands. Inherent in this study is knowledge of ecosystems, basic wilderness management principles and visitor behavior. Prerequisite: RECM 333 Recreation Visitor Behavior and C average in RECM classes or permission or instructor.

RECM 411: Interpretive Methods. (F)(3)

This course covers the basic principles of interpretation/education in the natural setting that contribute to the leisure experience and as part of natural and cultural resource management. Communication, educational, and media skills will be demonstrated through instructor and student organized applications. Prerequisite: C average in RECM classes or permission of instructor.

RECM 450: Senior Seminar. (F)(3) As needed.

A discussion-based course, in which a thorough review of past and present issues relevant to the field or recreation management is covered. May be repeated for credit as long as the topics are different. Prerequisite: 12 **credit** hours in RECM and C average in the classes or permission of instructor.

RECM 475: Philosophy of Recreation Management. (S) (3) Every other year.

A career in recreation management is one of magnificent responsibilities and rewards. Developing a professional philosophy is a necessity for a fulfilling career. At the heart of recreation management are the philosophical ideals of excellence, care, equity and respect for self and to others. Prerequisite: 12 credit hours of RECM classes and C average in the courses or permission of the instructor.

RECM 480: Environmental Ethics. (S) (3) Every other year.

Environmental ethics is a principled attempt to redefine the boundaries of ethical obligation. This class will introduce the student to a wide range of environmental ethical theories and philosophies. Among the topics covered will be property rights, anthorpocentrism vs. biocentrism, animal rights, utilitarian conservation, deep ecology, ecofeminism, and social ecology. Prerequisite: PHIL 152 or permission of instructor.

RECM 485: Recreation Management Internship. (F)(S)(SU)(6-12)

Supervised recreational internship in an outdoor/park setting for a 12 week period. Application shall be made by mid-term of the preceding semester. (prereq. 2.5 min. gpa in RECM coursework)

Department of History, Religion, Philosophy and Ancient Languages

Russell B. Sisson, Department Chair

Majors: History, History/Political Science (refer to Department of Social Sciences on page 92 for Political Science course descriptions), Religion, Religion/Philosophy, Christian Ministries
Minors: History, Religion, Philosophy
Other Studies: Greek (classical and Koine), Hebrew (Biblical), Area in Social Studies (see Department of Education section on page 48)

History

Requirements for a Major: Thirty-three semester hours of history including History 131, 132, and 300. At least 12 hours must be U.S. History and 12 hours must be non-U.S. History. Humanities 320 may also be counted toward the history major or minor.

Requirements for a Minor: Twenty-one semester hours in history including History 131 and 132. At least 9 hours must be in U.S. History and 9 in non-U.S. History.

Language Recommendation: All history majors and minors are strongly encouraged to undertake the study of a foreign language in conjunction with their history program. For those intending to go to graduate school, it is recommended that a course of study leading to a Bachelor of Arts Degree be completed.

History 131. Western Civilization to 1715. (F,S)(3)
A survey of the dominant themes in the formation of the Western civilization from the ancient world to the age of absolutism. Special attention will be given to the reading and interpretation of primary historical sources.

History 132. Western Civilization since 1715. (F,S)(3)
A survey of the dominant themes in the formation of modern Western civilization. Special attention will be given to the reading and interpretation of primary historical sources.

History 201. United States History to 1865. (F)(3)
A survey of American history through the Civil War, tracing the development of the American nation. Stress is placed on the nature of colonial society, the American Revolution, the creation of a national government, the influence of Jackson, and the Civil War.

History 202. United States History since 1865. (S)(3)
A survey of American history to present times tracing the rise of America as a world power. Emphasis is on the changes of industrialization, the loss of civil rights, protest and reform, the Depression, and American influence in the world.

History 233. History of Appalachia. (F)(3)
A survey of the region from settlement to the present, with emphasis on the period since the Civil War. The course examines the diversity of historical development within the region, and the paradox of relative isolation along with integrating aspects of industrialization and modernization.

History 241. American Economic History. (F)(3)
Examination of the economic forces shaping the development of the American nation. Topical consideration of mercantilism, the rise of capitalism, slavery, the shocks of industrialization, the New Deal, and criticism of American economic power and capitalism. (Odd years only.)

History 300. Historical Research and Methods. (F)(3)
Gathering and criticism of data; bibliographies and aids; problems in historiography, composition analysis, and the final monograph. Regardless of the monograph topic chosen by the student, this course does not count toward either the United States or non-United States requirement within the major. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor.

History 311. United States Colonial and Revolutionary Eras (1600-1815). (S)(3)
An examination of the conflicting interpretations of these eras. A topical treatment of colonial society and culture, the causes and consequences of the Revolution, the Constitution, and the early national period. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Even years only.)

History 312. Jacksonian Era & the Civil War (1815-1865). (S)(3)
Emphasis on the conflicting historical interpretations of Jacksonian American and the Civil War. Topics include the Second Political Party System, slavery, expansion, and the causes of the Civil War. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Even years only.)

History 313. Industrial America (1865-1919). (S)(3)
A consideration of Reconstruction, the loss of civil rights, industrialization and urbanization, Populist and Progressive reforms, World War 1, and historiography. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Odd years only.)

History 323. Latin America. (on demand)(3)
Survey of Latin American history from the discoveries by Columbus to the present. *Prerequisite*: A previous 100 or 200 level course in history or permission of the instructor.

History 341. History of Britain to 1688. (F)(3)
British history from the Roman occupation to the Glorious Revolution with emphasis on the development of the English people and state. *Prerequisite*: A previous 100 or 200 level course in history or permission of the instructor.

History 342. History of Britain since 1688. (S)(3)
A study of British history from the Glorious Revolution to the present with emphasis on political and institutional development and the role of Britain in the world, including the rise and decline of the British empire. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor.

History 351. Europe to 1815. (on demand)(3)
History of Europe from 1350 to 1815. The course covers the intellectual, political, and social history of Europe from the Renaissance to the era of the French Revolution and Napoleon. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor.

History 352. Europe since 1815. (S)(3)
History of Europe from 1815 to the present. The course covers the intellectual, political, and social history of Europe from the Congress of Vienna to the contemporary era of European integration. Special focus will be given to the process of modernization, the world wars, and the course of European history since 1945. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Odd years only.)

History 361. Middle East History. (on demand)(3)
An introduction to the history of the Middle East from the beginnings of Islam to the present day. Focus will be on Islamic institutions and culture, the modernization of Middle Eastern governments, the struggle by various people for political independence, the course of the Arab-Israeli conflict, and contemporary developments in the region. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor.

History 421. The Middle Period (1821-1850). (S)(3)
A detailed examination of Jackson, politics, and the culture of the period. Stress is placed on reform and the predominance of change in American life, and conflicting interpretations of the period. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Odd years only.)

History 445. American Constitutional History. (on demand)(3)
An examination of the origins of the Constitution, and the history of changing constitutional interpretations as embodied in the decisions and dissents of the U.S. Supreme Court. Major topics include federal-state relations, economic regulation, and civil and political rights and liberties. *Prerequisite*: A 200 or 300 level course in U.S. history or permission of the instructor.

History 446. History of Russia. (on demand)(3)
Russian history since 1689. Survey of the political and social changes in Russia from the time of Peter the Great to the present, including an extensive review of the origins and development of the modern Soviet state. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor.

History 470. Twentieth Century America. (F)(3)
Selected topics on the nation's history since 1919, including the 1920s, the Great Depression and New Deal, World War II, the Cold War, the Civil Rights Revolution, and political and social developments since 1945. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Even years only.)

History 475. Special Topics in American History. (on demand)(3)
An intense, analytic study of a major problem or topic in American history. May be repeated for credit as long as the topic is different. *Prerequisite*: A previous 100 or 200 level history course or permission of the instructor.

History 476. Special Topics in European History. (on demand)(3)
An intense, analytic study of a major problem or topic in European history. May be repeated for credit as long as the topic is different. *Prerequisite*: A previous 100 or 200 level history course or permission of the instructor.

History 495. Independent Study. (F,S,Sum)(1-3)

Religion

Religion courses are designed to acquaint students with the Bible, the Christian heritage, and the other great religious traditions; to deepen their understanding of God, themselves, and the human community; and to develop an appreciation of how religious studies relate to other academic disciplines. Studies in religion are especially recommended for students of fine arts, psychology, history, and literature, and for students preparing for Christian ministry.

Requirements for a Bachelor of Arts in Religion: Thirty semester hours. Students must also fulfill the B.A. language requirement.

The major must include the following:

RLGN 211	Old Testament	(3)
RLGN 231	World Religions	(3)
PHIL 252	Ethics and Society	(3)
PHIL 261	The Philosophy of Religion	(3)
RLGN 331	The Identity of Jesus Christ	(3)
RLGN 301	Readings in Religion	(1)
RLGN 302	Readings in Religion	(1)
RLGN 401	Readings in Religion	(1)
RLGN 479	Seminar in Religion	(3)
Nine additional hours in religion		(9)

Bachelor of Arts Language Requirement for Religion: Two years (or the equivalent) of language study are required for the major. This requirement may be fulfilled by: (1) two years of a single modern foreign language; (2) one year of Greek or Hebrew and one year of a modern language; or (3) one year of Greek and one year of Hebrew.

Requirements for a Minor: Twenty-one semester hours, at least nine of which must be in courses numbered above 300.

Religion 211. Old Testament. (F)(3)
The writings of the Hebrew Bible and Apocrypha are studied with particular attention to religious faith and practice in ancient Israel from earliest times to the Maccabean Age.

Religion 231. World Religions. (F)(3)
A descriptive account of the faith and practices of present-day world religions, with emphasis on Judaism, Hinduism, Buddhism, Confucianism, and Islam.

Religion 301. Readings in Religion (F) (1)
Reading courses for Religion majors and minors, taken in the junior year.

Religion 302. Readings in Religion (S)(1)
Reading courses for Religion majors and minors, taken in the junior year.

Religion 331. The Identity of Jesus Christ. (F)(3)
A study of the gospels with particular attention to the influence of Jesus' life and teachings within the Christian religion, within both western and non-western cultures. *Prerequisite*: Religion 211 or 231.

Religion 352. Christian Thought from the Reformation to the Enlightenment (F)(3)
Christian thought on the European continent and in England from the sixteenth century through the nineteenth century. (Odd years only.)

Religion 354. Religion in the United States. (S)(3)
A phenomenological and historical study of the varieties of religious practice in the United States. (Odd years only.)

Religion 356. Contemporary Christian Thought. (F)(3)
Examination of contemporary issues in theology, ethics and hermeneutics. (Even years only.)

Religion 361. Education in the Local Church. (S)(3)
Theory and practice of Christian Education with special attention on planning a program in the local church. (Odd years only.)

Religion 401. Readings in Religion (F)(1)
Reading course for Religion majors, taken in the senior year.

Religion 479. Seminar in Religion. (S)(3)
Intensive study of special topics in religion. *Prerequisites*: Advanced standing and permission of the instructor. (Even years only.)

Religion 495. Independent Study. (F,S)(3)
Independent study or research on approved topics. May be repeated for credit.

Ancient Languages

Greek 111-112, Elementary Greek. (F,S) (3)
A study of Classical and Koine Greek to prepare students for advanced study of Greek philosophy, New Testament, and early Christian theology.

Greek 211, Intermediate Greek—Grammar (F) (3)
A continuation of Greek 112 designed review grammar through translations of primary texts. *Prerequisite*: Greek 112.

Greek 212, Intermediate Greek—Readings (S) (3)
Translation of texts from Greek philosophy, New Testament, and early Christian theology. *Prerequisite*: Greek 211.

Hebrew 111-112, Elementary Hebrew. (on demand) (3)
A study of biblical Hebrew to prepare students for advanced study in Old Testament.

Philosophy

The word "philosophy" means, literally, "the love of wisdom." Philosophy encourages critical thinking and engages in systematic inquiry into questions of the meaning of life, the nature of reality, truth and justification, knowledge and belief, religion and science, personal morality and social justice.

In addition to providing any student with an opportunity for developing analytical skills and clarifying personal beliefs on many issues, a minor in philosophy can be an effective part of a pre-professional course of studies for the law, the ministry, business, medicine, journalism, creative writing, public service or politics. Indeed, students in philosophy routinely score highest among all departments on professional and graduate school tests. Although traditionally considered the most "abstract" and "impractical" of all academic disciplines, philosophers today are found working in hospitals, businesses, non-profit corporations and government as well as in college teaching.

Requirements for a Minor: Twenty-one semester hours.

Philosophy 252. Introduction to Philosophy: Ethics and Society. (S)(3)
An introduction to the aims, methods and history of philosophy with special attention to questions related to the nature of moral value, skepticism and relativism, the individual and society, concepts of justice, philosophy of life, contemporary moral issues. Emphasis is placed upon helping students to develop skills in critical thinking.

Philosophy 261. Philosophy of Religion. (S)(3)
Examination of philosophical issues related to religious faith such as concepts of religion and of God, arguments for and against the existence of God, the problem of evil, religious language, mysticism and religious experience, faith and reason, religion and science, religion and morality, religion and politics, revelation, miracles, life after death, relativism and pluralism, particularism and universalism. Course will

include traditional and contemporary approaches. (Even years only.) *Prerequisite*: One course in philosophy and one course in religion or permission of the instructor.

Philosophy 301. Readings in Philosophy (F)(1)
Reading courses for Religion/Philosophy majors and Philosophy minors, taken in the junior year.

Philosophy 302. Readings in Philosophy (S)(1)
Reading courses for Religion/Philosophy majors and Philosophy minors, taken in the junior year.

Philosophy 320. Logic. (F)(3)
A study of formal and informal methods of rational argumentation including the uses of language, definition, logical fallacies, traditional syllogistic logic, modern propositional logic, first order predicate logic. Course will stress development of skills for the construction and criticism of actual arguments. (Odd years only.) *Prerequisite*: One course in philosophy or permission of the instructor.

Philosophy 360. Knowledge and Reality. (S)(3)
Selected topics in epistemology and metaphysics. Course may be listed under an appropriate subtitle such as: philosophy of science, philosophy of mind, philosophy of language, reason and relativism, religion and science, etc. May be repeated for credit when listed under a different subtitle. (Odd years only.) *Prerequisite*: One course in philosophy or permission of the instructor.

Philosophy 401. Readings in Philosophy (F)(1)
Reading courses for Religion/Philosophy majors and Philosophy minors, taken in the senior year.

Philosophy 415. Analytic Philosophy. (F)(3)
Examination of issues and methods related to "the linguistic turn" in philosophy through the study of representative philosophers such as Moore, Russell, Wittgenstein and movements such as logical positivism and ordinary language philosophy. Course will consider distinctive contributions from the American philosophical tradition of pragmatism from Peirce to Rorty. (Odd years only.) *Prerequisite*: At least one course in philosophy. Permission of the instructor is highly recommended.

Philosophy 417. Continental Philosophy. (S)(3)
Examination of issues and methods in recent continental philosophy through the study of representative philosophers such as Kierkegaard, Nietzsche, Husserl, Heidegger, Tillich, Sartre, Camus, Gadamer, Habermas, Levinas, Foucault, Derrida and movements such as existentialism, phenomenology, hermeneutics, critical theory and deconstruction. Course will consider parallels between analytic and continental approaches to philosophy. (Odd years only.) *Prerequisite*: At least one course in philosophy. Permission of the instructor is highly recommended.

Philosophy 479. Seminar in Philosophy. (on demand)(3)
Intensive study of a special topic, historical period or philosopher. May be repeated for credit. *Prerequisite*: Permission of the instructor.

Philosophy 495. Independent Study. (on demand)(3)
Independent study or research on approved topics. May be repeated for credit. *Prerequisite*: Permission of the instructor.

Philosophy/Religion

Bachelor of Arts with a major in Philosophy/Religion: Thirty semester hours. Student must also fulfill the B.A. language requirement.

RLGN 231	World Religions	(3)
PHIL 252	Ethics and Society	(3)
PHIL 261	Philosophy of Religion	(3)
RLGN 331	The Identity of Jesus Christ	(3)
PHIL 320	Logic	(3)
RLGN 301	Readings in Religion	(1)
Or		
PHIL 301	Readings in Philosophy	(1)
RLGN 302	Readings in Religion	(1)
Or		
PHIL 302	Readings in Philosophy	(1)
RLGN 401	Readings in Religion	(1)

Or		
PHIL 402	Readings in Philosophy	(1)
RLGN 479	Seminar in Religion	(3)
Or		
PHIL 479	Seminar in Philosophy	(3)

Six additional hours in Philosophy and three additional hours in Religion.

Bachelor of Arts Language Requirement for Philosophy and Religion: Two years (or the equivalent) of language study are required for the major. This requirement may be fulfilled by: (1) two years of a single modern foreign language; (2) one year of Greek or Hebrew and one year of a modern foreign language; or (3) one year of Greek and one year of Hebrew.

Christian Ministries

In recognition of increasing demand for trained men and women as full-time Christian workers in the ministry of the local church, to serve in the capacities of pastor's assistant, director of youth work, or Director of Christian Education, a specific four-year course of study has been arranged, using the facilities of various departments. It is designed to meet the basic needs of students who wish to go directly into church positions without graduate work.

Bachelor of Science in Christian Ministries requirements: Religion 211; Religion 231; Philosophy 252; Psychology 111; Religion 331; Religion 361; Psychology 402; Religion 301, 302, 401; Religion 479. *Nine* additional hours in Religion, or *six* additional hours in Religion and *three* in Psychology.

Pre-Law

Most law school admissions committees require a student to have a four-year college program leading to the Bachelor of Arts or Bachelor of Science degree plus an acceptable score on the Law School Admissions Test. Regardless of the major, elective hours in accounting, business, history, political science, philosophy, and English prove helpful. Students should consult with a pre-law advistor, Dr. John Taylor, no later than the junior year.

Integrated Learning Courses

INLA 101. Critical Dialogues: Western Cultures in World Contexts I (F)(6)
This course is the first in a series of four that thematically and chronologically address history, literature, philosophy, religion, and the fine arts. The course will focus on the rise of civilization and ancient Greece and Rome. Writing and speaking skills and technology use will be emphasized in this course.

INLA 102. Critical Dialogues: Western Cultures in World Contexts II (S)(6)
This course is the second in a series of four that thematically and chronologically address history, literature, philosophy, religion, and the fine arts. The course will focus on the Middle Ages through the Reformation and Counter Reformation. Writing and speaking skills and technology use will be emphasized in this course. *Prerequisite: INLA 101*

INLA 201. Critical Dialogues: Western Cultures in World Contexts III(F)(6)
This course is the third in a series of four that thematically and chronologically address history, literature, philosophy, religion, and the fine arts. The course will focus on Enlightenment through Naturalism. Writing and speaking skills and technology use will be emphasized in this course. *Prerequisite: INLA 102*

INLA 202. Critical Dialogues: Western Cultures in World Contexts IV(S)(3)
This course is the last in a series of four that thematically and chronologically address history, literature, philosophy, and the fine arts. The course will focus on the Twentieth Century. This course will revisit the themes addressed in the previous courses. *Prerequisite: INLA 201*

Department of Music and Fine Arts

Thomas J. McFarland, Department Chair

Majors: Music, Music Education, Theatre
Minors: Music, Theatre

Art

Union College course offerings in the field of art provide service courses for several curricula and opportunities for exploration and growth in artistic self-expression.

Art 132. Introduction to Art. (on demand)(3)
An introduction to Art outlining basic approaches, principles, techniques and media as well as styles of expression, both past and present.

Art 271. Elementary School Art. (F,S)(3)
A studio course involving many kinds of art projects in media suitable to and practicable for elementary grades.

Art 273. Art History. (F,S)(3)
The survey of major movements, personalities, and styles of architecture, painting and sculpture of western art.

Art 495. Independent Study. (on demand)(3)
Independent study or research on approved topics. May be repeated for credit.

Theatre

Requirements for a Major: A major in theatre consists of the following 35 hours. In addition, a Theatre Major must submit a portfolio before registering for THTR 462 This portfolio will reflect all the classroom and production activities of the student as a Theatre Major.

THTR 131	Introduction to Theatre	(3)
THTR 251	Fundamentals of Acting	(3)
THTR 331	Scene and Light Design	(3)
THTR 365	History of the Theatre to 1642	(3)
THTR 366	History of the Theatre since 1642	(3)
THTR 375	Readings in Drama I	(1)
THTR 376	Readings in Drama II	(1)
THTR 451	Directing	(3)
THTR 461	Senior Project I	(3)

THTR 462	Senior Project II	(3)
ENCO 471	Shakespeare	(3)
Six hours from the following:		(6)
Theatre Practicums (all three)		
THTR 280	Theatre Practicum	(1)
THTR 380	Theatre Practicum	(1)
THTR 480	Theatre Practicum	(1)
THTR 332	Costume and Make-up Design	(3)
THTR 421	Non-Western Theatre and Drama	(3)

Requirements for a Minor in Theatre: A minor in Theatre consists of the following 24 hours:

THTR 131	Introduction to Theatre	(3)
THTR 251	Fundamentals of Acting	(3)
THTR 331	Scene and Light Design	(3)
THTR 365	History of the Theatre to 1642	(3)
THTR 366	History of the Theatre since 1642	(3)
THTR 451	Directing	(3)
Six hours of the following:		(6)
Theatre Practicums (all three)		
THTR 280	Theatre Practicum	(1)
THTR 380	Theatre Practicum	(1)
THTR 480	Theatre Practicum	(1)
THTR 332	Costume and Make-up Design	(3)
THTR 421	Non-Western Theatre and Drama	(3)
ENCO 471	Shakespeare	(3)

Theatre 131. Introduction to the Theatre. (F,S)(3)
A broad overview of the history of theatre and drama as well as an introductory study of acting, designing, and directing. (Participating in Union College Theatre is not a part of this course.)

Theatre 180, 280, 380, 480. Theatre Practicum. (F,S)(1)
Actual practical experience in preparing productions for Union College Theatre. Participation may be in the area of acting or technical work.

Theatre 251. Fundamentals of Acting. (S)(3)
Stanislavski approach to acting. The course will consist of exercises and the analysis and performance of scenes from contemporary drama and Shakespeare. *Prerequisite*: Drama 131 or permission of the instructor. (Odd years only.)

Theatre 331. Scene and Light Design. (F)(3)
Fundamentals of set and light design for the stage. Practical study of set construction and lighting equipment as well as designing the set and lights for a play selected by the student. *Prerequisite*: Drama 131 or permission of the instructor. (Odd years only.)

Theatre 332. Costume and Make-up Design. (on demand)(3)
Fundamentals of costume and make-up design. Practical study of sewing techniques as well as designing costumes for a period play selected by the student. *Prerequisite*: Drama 131 or permission of the instructor.

Theatre 365. History of the Theatre to 1642. (F)(3)
A study of the theatre, drama, and criticism from the Greeks to 1642. *Prerequisite*: Drama 131 or permission of the instructor. (Even years only.)

Theatre 366. History of the Theatre since 1642. (S)(3)
A study of the theatre, drama, and criticism from 1642 to the present. *Prerequisite*: Drama 131 or permission of the instructor. (Even years only.)

Theatre 375 Readings in Drama I (on demand) (F)
During this course the student will read and write a summary of half the plays included on the Reading List required of a Theatre Major, approximately twenty five plays. This course is open only to Theatre Majors.

The course will be evaluated as Satisfactory/Unsatisfactory.

Theatre 376 Readings in Drama II (on demand) (F)
During this course the student will read and write a summary of half the plays included on the Reading List required of a Theatre Major, approximately twenty five plays. This course is open only to Theatre Majors. The course will be evalutated as Satisfactory/Unsatisfactory.

Theatre 421. Non-Western Theatre and Drama. (on demand)(3)
A study of the traditional forms of theatre and drama in India, Southeast Asia, China, and Japan. *Prerequisite*: Drama 131 or permission of the instructor.

Theatre 451. Directing. (on demand)(3)
Study of directing techniques and script analysis culminating in the staging of a one-act play. *Prerequisite*: Permission of the instructor.

Theatre 461. Senior Project in Theatre I. (on demand)(3)
Advanced work in the theatre arts which consists of selecting, analyzing, and designing a full-length play for production (or a project of comparable magnitude to be chosen in consultation with the instructor). Open to drama majors only.

Theatre 462. Senior Project in Theatre II. (on demand)(3)
Continuation of Drama 461: will consist of mounting the production of the full-length play (selected, analyzed, and designed in Drama 461) as part of the Union College Theatre season (or completion of alternative project). *Prerequisites*: Successful completion of Drama 461 and permission of the instructor.

Theatre 495. Independent Study. (on demand)(3)
Independent study or research on approved topics.

Music

Objectives:

1. To provide the required curricula for the Bachelor of Arts in Music, and the Bachelor of Music in Music Education.
2. To offer group and private instruction which provides for the development of individual musicianship of the music major, music minor, and general college student.
3. To offer opportunities for participation in music ensembles and music theatre for the music majors, music minors, and general college students.
4. To provide recitals, concerts, & music theatre for the cultural enrichment of the campus & community.

Music Library: The music library, located in the Fine Arts Building, contains records, CDs, tapes, scores, listening and computer assisted music instruction facilities.

Degrees

Students majoring in music at Union College may pursue the following degree programs: Bachelor of Music in Music Education, Bachelor of Arts in Music

Bachelor of Music in Music Education (K-12 Certificate)

Candidates for the Bachelor of Music in Music Education degree will take the following courses (see also Core Curriculum and Graduation Requirements).

Option I, Instrumental Emphasis (84 Semester Hours)

1. Music Core (38 Semester Hours)

MUSC 111-312	Applied Music (Major Instrument)	(6)
MUSC 101-102	Applied Voice	(2)
MUSC 151,155,157	Instrumental Ensembles (7 semesters)	(0)
MUSC 152, 159	Choral Ensembles (2 semesters)	(0)
MUSC 161-162	Solfege/Theory I, II	(4)
MUSC 163-164	Eurhythmics I, II	(2)

MUSC 173-174	Piano Class I, II	(2)
MUSC 261-262	Harmony I, II	(4)
MUSC 263-264	Eurhythmics/Sofege III, IV	(4)
MUSC 317	Junior Recital	(1)
MUSC 321-322	Music History I, II	(6)
MUSC 327-328	Readings in Music I, II	(2)
MUSC 361	Form and Analysis	(3)
MUSC 475	Vocal Pedagogy	(2)

II. Professional Courses (37 semester hours)

PSYH 111	Introduction to Psychology	(3)
EDUC 241	Introduction to Education	(3)
EDUC 242	Early Involvement Internship	(3)
EDUC 351	Human Growth and Development	(3)
EDUC 453	Supervised Student Teaching (Secondary)	(12)
EDUC 460	Learning Theories for Educators	(3)
MUSC 373	Elementary School Music	(3)
MUSC 375	Instrumental Methods and Materials	(2)
MUSC 471	Marching Band Techniques	(2)
SPED 201	Survey of Exceptionalities	(3)

III. Additional Music Requirements (9 semester hours)

MUSC 172	Woodwind Instruments Class	(1)
MUSC 175	Brass Instruments Class	(1)
MUSC 176	Percussion Instruments Class	(1)
MUSC 365	Arranging	(2)
MUSC 473	Choral Conducting	(2)
MUSC 474	Instrumental Conducting	(2)

Option II, Vocal Emphasis (86 Semester Hours)

I. Music Core (39 Semester Hours)

MUSC 111-312	Applied Music (Vocal or Piano)	(6)
MUSC 101-201	Applied Music (Instrumental)	(3)
MUSC 152,159	Choral Ensembles (7 semesters)	(0)
MUSC 151,155,157	Instrumental Ensembles (2 semesters)	(0)
MUSC 161-162	Solfege/Theory I, II	(4)
MUSC 163-164	Eurhythmics I, II	(2)
MUSC 173, 174	Piano Class I, II	(2)
MUSC 261-262	Harmony I, II	(4)
MUSC 263-264	Eurhythmics/Solfege III, IV	(4)
MUSC 317	Junior Recital	(1)
MUSC 321-322	Music History I, II	(6)
MUSC 327-328	Readings in Music I, II	(2)
MUSC 361	Form & Analysis	(3)
MUSC 475	Vocal Pedagogy	(2)

II. Professional Courses (36 Semester Hours)

PSYH 111	Introduction to Psychology	(3)
EDUC 241	Introduction to Education	(3)
EDUC 242	Early Involvement Internship	(3)
EDUC 351	Human Growth and Development	(3)
EDUC 453	Supervised Student Teaching (Secondary)	(12)

EDUC 460	Learning Theories for Educators	(3)
MUSC 373	Elementary School Music	(3)
MUSC 374	Vocal Methods for the Secondary School	(3)
SPED 201	Survey of Exceptionalities	(3)

III. Additional Music Requirements (11 Semester Hours)

MUSC 172	Woodwind Instruments Class	(1)
MUSC 175	Brass Instruments Class	(1)
MUSC 176	Percussion Instruments Class	(1)
MUSC 365	Arranging	(2)
MUSC 473	Choral Conducting	(2)
MUSC 474	Instrumental Conducting	(2)
MUSC 101-102	Applied Voice (keyboard majors)	(2)
Or		
MUSC 101-102	Applied Piano (voice majors)	(2)

Bachelor of Arts in Music

Candidates for the Bachelor of Arts Degree in Music will take the following music courses either from Option I or Option II (see also Core Curriculum and Graduation Requirements):

Option I. Music History Emphasis (39 Semester Hours)

MUSC 111-212	Applied Music	(8)
MUSC 161-162	Solfege/Theory I, II	(4)
MUSC 163-164	Eurhythmics I, II	(2)
MUSC 261-262	Harmony I, II	(4)
MUSC 263-264	Eurhythmics/Solfege III, IV	(4)
MUSC 321-322	Music History I, II	(6)
MUSC 327-328	Readings in Music I, II (2)	
MUSC 361	Form and Analysis	(3)
MUSC 421-422	Music History Seminar I, II	(6)
Ensemble	(4 Semesters)	(0)

Option II. Performance Emphasis (41 or 42 Semester Hours)

MUSC 111-412	Applied Music	(16)
MUSC 161-162	Solfege/Theory I, II	(4)
MUSC 163-164	Eurhythmics I, II	(2)
MUSC 261-262	Harmony I, II	(4)
MUSC 263-264	Eurhythmics/Solfege III, IV	(4)
MUSC 321-322	Music History I, II	(6)
MUSC 327-328	Readings in Music I, II	(2)
MUSC 361	Form and Analysis	(3)
MUSC 417	Senior Recital	(0 or 1)
Ensemble	(8 semesters)	(0)

B.A. Language Requirement: Students must complete the equivalent of four semesters of a single foreign language or two semesters each of two foreign languages.

Minor in Music

Minor in Music (21 Semester Hours)

MUSC 101-202	Applied Music*	(4)
MUSC 161-162	Solfege/Theory I, II	(4)
MUSC 163-164	Eurhythmics I, II	(2)
MUSC 321-322	Music History I, II	(6)
MUSC	(5 semester hours of music electives)	(5)
Ensemble	(4 semesters / 2 yrs)	(0)

*in one field, or arranged differently with the consent of the department

Departmental Requirements

Specific requirements for music majors and minors are listed in the Music Department Handbook. Students will be held responsible for requirements in the Handbook. More detailed information is given for the following:

1. Entrance Test: All music majors and minors entering the Department for the first time shall take a placement test in theory and functional piano. The test is for placement only, and in no way affects the entrance to music study.
2. Keyboard Proficiency: All candidates for the Bachelor of Music in Music Education must pass the Keyboard Proficiency Test. For details, see the Music Department Student Handbook.
3. Ensemble Requirements: All music majors are required to participate in a minimum of seven semesters of an ensemble within their major performance area. All Music Education majors are required to participate in a minimum of two semesters of an ensemble outside their major performance area as well as a minimum of seven semesters of an ensemble within their major performance area. All music minors are required to participate in a minimum of four semesters in an ensemble within their major performance area.
4. Recital and Concert Attendance: Attendance at departmental recitals and concerts is required of all music majors and minors during each semester of applied music study.
5. Recital Requirements: Candidates for the Bachelor of Arts degree in Music (Performance Emphasis) must present a full recital in their major applied area. Candidates for the Bachelor of Music in Music Education must present a half-recital in their major applied area. Candidates for the Bachelor of Arts degree in Music (Music History Emphasis) may be invited by the music faculty to present a recital.

Applied Music — Secondary Level

These courses are designed for any music major taking lessons on a secondary instrument, and elective credit for general college students.

Music 101-102. Applied Music (F,S)(1-2)
Freshman level secondary applied music study.

Music 201-202. Applied Music. (F,S)(1-2)
Sophomore level secondary applied music study.

Music 301-302. Applied Music. (F,S)(1-2)
Junior level secondary applied music study.

Music 401-402. Applied Music. (F,S)(1-2)
Senior level secondary applied music study.

Applied Music — Major Level

These courses are designed for students seeking a Bachelor of Arts degree with a music major, performance or music history emphasis, and for the Bachelor of Music in Music Education.

Music 111-112. Applied Music. (F,S)(1-2)

Freshman major or minor level applied music study.

Music 211-212. Applied Music. (F,S)(1-2)
Sophomore major or minor level applied music study.

Music 311-312. Applied Music. (F,S)(1-2)
Junior major level applied music study.

Music 317. Junior Recital. (F,S)(0-1)

Music 411-412. Applied Music. (F,S)(1-2)
Senior major level applied music study.

Music 415-416. Applied Field Literature. (on demand)(2)
A study of the literature for the student's major instrument, and related instruments where appropriate, with attention to stylistic characteristics and ornamentation.

Music 417. Senior Recital. (F,S)(0-1)

Music 418-419. Sight-Reading and Accompanying. (on demand)(1)
Proficiency in reading the various clefs, vocal scores, and accompaniments, with emphasis on the techniques of sensitive accompanying. Keyboard majors and selected minors only.

History and Appreciation

Music 121. Introduction to Music. (F, S)(3)
An historical approach to music appreciation focusing on period and style. Extensive listening to music literature. Not open to music majors or minors.

Music 321, 322. Music History. (F,S)(3)
A study of representative music both written and recorded and readings coordinating and integrating music skills. (321) Antiquity through 1750. (322) Classic period to the present. *Prerequisite*: Music 162 or permission of instructor.

Music 327,328. Readings in Music I, II. (F,S) (1)
A selection of "general" readings designed to build upon the Core Curriculum and lead toward the development of the required senior-level Life Philosophy "document." Readings in addition to those listed as "general" will be more individualized and determined in conjunction with the student's applied music instructor.

Music 421-422. Music History Seminar. (on demand)(3)
Intensive study of a selected composer, period or genre. Major paper required. *Prerequisites*: Music 321, 322.

Church Music

Music 231. Handbell Methods. (on demand)(1)
A study of the techniques, methods, materials, and repertory of English handbell ringing. *Prerequisite*: Music 162 or permission of instructor.

Music 333. Church Music Administration. (on demand)(2)
The role of the minister of music as related to the graded adult, youth, and children's choir programs, budget and calendar planning, the congregation, the multiple staff church, and the denomination.

Music 335. Hymnology. (on demand)(2)
The study and analysis of the hymns of the church, their sources, development, and usage in contemporary service.

Music 337. Church Organs. (on demand)(2)
The study of the history of the instrument, types of organs, basic upkeep, techniques, and service repertoire.

Music 436. History and Philosophy of Church Music. (on demand)(2)
A detailed, historical study of music within the church relating to its origin and development, with emphasis upon liturgies and historic philosophical positions of the church on music.

Music 437. Church Music Practicum. (on demand)(4)
One semester or one summer of supervised field work in an approved church. *Prerequisite*: Consent of the Music faculty.

Ensembles

Music 151. Pep Band. (F,S)(0-1)
Open by audition. A performance group which provides support and entertainment at home football games and selected home men's and women's basketball games. One rehearsal per week. May be repeated for credit.

Music 152. Union College Singers. (F,S)(0-1)
A concert choir performing a varied repertory. May be repeated for credit.

Music 153. Stage Band. (F,S)(0-1)
Open by audition only. A jazz-oriented ensemble of appropriate instrumentation limited to twenty students. One rehearsal per week. May be repeated for credit.

Music 154. Symphonic Band. (F,S)(0-1)
Open by audition. A select performance ensemble whose repertoire includes a variety of wind-band literature for the concert hall. Two rehearsals per week. May be repeated for credit.

Music 155. Brass Chamber Ensemble. (F,S)(0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 156. Collegium Musicum. (on demand)(0-1)
Open to interested students. A performance group intended to give the student acquaintance with less frequently performed literature. One rehearsal per week. May be repeated for credit.

Music 157. Woodwind Chamber Ensembles. (on demand)(0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 158. String Chamber Ensemble. (on demand)(0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 159. Union College Chamber Singers. (F,S)(0-1)
A select vocal ensemble composed of a small number of singers whose repertory consists of vocal chamber music. Open by audition. May be repeated for credit.

Theory

Music 161-162. Solfege/Theory I, II. (F,S)(2)
A combined course including the areas of music theory and solfege

Music 163-164. Eurhythmics I, II (F, S) (1)
Movement will be the basis for exploring and understanding all elements of music (especially its application to expressive performance) and for developing musicianship skills..

Music 261-262. Harmony I, II. (F,S)(2)
Common practice harmonic part-writing and analysis thru advanced chromatic harmony of the middle Romantic period. *Prerequisite:* Music 162

Music 263-264. Eurhythmics/Solfege III, IV. (F,S)(2)
Continuation of Music 162 and 164 including dictation. To be taken concurrently with Music 261-262. *Prerequisite*: Music 162,164.

Music 361. Form and Analysis. (F)(3)
The development of musical forms from small units to large. Study of large scale analytic techniques including those necessary for late 19th and 20th Century music. *Prerequisite*: Music 262.

Music 365. Arranging. (S)(2)
Basic techniques of orchestration and arranging. *Prerequisite*: Music 162.

Music 461-462. Counterpoint. (on demand)(2)
The vocal counterpoint of Palestrina and the instrumental counterpoint of Bach. *Prerequisite*: Music 262.

Music 465. Theory Seminar. (on demand)(3)
An advanced course in music theory, including a study of contemporary practices. *Prerequisite*: Music 361 and permission of the instructor.

Music Education

Music 171. String Instruments Class. (on demand)(1)
Class instruction in strings.

Music 172. Woodwind Instruments Class. (S)(1)
Class instruction in woodwinds. (Odd years only.)

Music 173-174. Piano Class. (F,S)(1)
Class instruction in piano. Students with previous background in piano may need to enroll in MUSC 101, Applied Music , in lieu of this class.

Music 175. Brass Instruments Class. (F)(1)
Class instruction in brass.

Music 176. Percussion Instruments Class. (S)(1)
Class instruction in percussion. (Even years only.)

Music 177-178. Voice Class. (F,S)(1)
Class study for students who are not prepared to study at the level of private applied voice.

Music 373. Elementary School Music. (F)(3)
Teaching vocal music in the elementary school: procedures, techniques, evaluation, materials, and equipment. Includes directed observation of and participation in public school classroom activities.

Music 374. Vocal Methods for the Secondary School. (S)(3)
Materials, rehearsal techniques, and vocal health for the secondary school student. Includes directed observation of and participation in public school classroom activities. *Prerequisite*: Junior standing.

Music 375. Instrumental Methods and Materials. (S)(2)
Teaching Instrumental Music in the Public Schools: Procedures, techniques, curriculum, scheduling, administration, evaluation, materials, equipment, and community relations. Includes directed observation of and participation in public school classroom activities. *Prerequisites*: Music 172, 175, 176, and junior standing.

Music 471. Marching Band Techniques. (F)(2)
Functions, organization, and direction of a school marching band program. Includes directed observation and participation in public school classroom activities. *Prerequisite*: Junior standing.

Music 473. Choral Conducting. (F)(2)
Techniques and literature. (Odd years only.)

Music 474. Instrumental Conducting. (S)(2)
Techniques and literature. (Even years only.)

Music 475. Pedagogy. (on demand)(2)
Techniques and principles of private and class instruction, emphasis on recommended materials.

Independent Study

Music 495. Independent Study. (F,S)(2-3)
Independent study and/or research on approved topics. *Prerequisite*: Permission of the student's major professor. May be repeated for credit.

Department of Natural Sciences

Daniel Covington, Department Chair

Majors: Biology, Chemistry, Mathematics, Physics
Minors: Biology, Chemistry, Mathematics, Physics
Other Programs: Pre-Dentistry, Pre-Engineering, Pre-Medical Technology, Pre-Medicine, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Veterinary Medicine

Biology

Requirements for a Major: Thirty semester hours in biology including:

BIOL 111	General Biology	(4)
BIOL 232	General Zoology	(4)
BIOL 233	General Botany	(4)
BIOL 361	Genetics	(4)
BIOL 441	Ecology	(4)
BIOL 431	Cell Biology or	(3)
CHEM 421	Biochemistry	(3)
2 Biology Electives	(300 or 400 level)	(7 or 8)
CHEM 111-112	General Chemistry	(3)(3)
CHEM 131-132	General Chemistry Laboratory	(1)(1)
GNSC 471	Science Seminar	(1)
One of the following groups:		
PHYS 111-112	College Physics	(3)(3)
PHYS 113-114	College Physics Laboratory	(1)(1)
or		
PHYS 211-212	General Physics	(4)(4)
PHYS 213	General Physics Laboratory	(1)(1)

Biology 331 and 334 are highly recommended as electives for those seeking secondary certification.

Requirements for a Minor: Twenty-four semester hours in Biology are required. Biology 111, 232 and 233 must be included.

Biology 109. Elements of Biology. (F,S,Sum)(3)

An introduction to biology for students not majoring in science. The impact of biology on society and the relevance of biology to our individual lives are stressed. The nature of science as well as its limitations are an important part of the course. Topics surveyed include ecology, classical and modern genetics, evolution, biological energetics, and the organization of living systems.

Biology 110. Elements of Biology Laboratory. (F,S, Sum)(1)
Laboratory course to accompany Biology 109. No credit will be given for Biology 110 without simultaneous or prior successful completion of Biology 109.

Biology 111. General Biology. (F,S)(4)
A course emphasizing general concepts of modern biology for majors and non-majors. Topics surveyed include cell biology, bioenergetics, molecular and Mendelian genetics, reproduction, development, evolution and ecology. Laboratory work is included. This course is a prerequisite to all other courses in biology. *Prerequisites*: High school biology and chemistry; ACT Natural Science score of 25 or higher recommended for freshmen.

Biology 151. Medical Terminology. (on demand)(2)
The study of the specialized terminology of medical science. Recommended for pre-professional students, allied health students, and students in other health-related fields. Those seeking secondary certification cannot count this course toward certification requirements. This course does not meet the biological science requirement for teacher education.

Biology 232. General Zoology. (S)(4)
A survey of the animal kingdom with emphasis on physiological systems and diversity. *Prerequisite*: Biology 111.

Biology 233. General Botany. (F)(4)
A survey of the organisms which possess cell walls including: Protoctista, Fungi, and especially the Plants. Emphasis is given to ecological and economic importances, morphology, and evolutionary relationships. The course also involves a brief review of cell structure and cell energetics. *Prerequisite*: Biology 111.

Biology 330. Vertebrate Anatomy and Histology. (F,S)(4)
An anatomical study of the tissues, organs, and organ systems of vertebrates with emphasis on human anatomy. Laboratory work primarily involves detailed dissection of a vertebrate such as the cat, study of the human skeleton, and microscopic examination of vertebrate tissues. (Even years only.)

Biology 331. Human Physiology. (F)(4)
A study of the functioning of the human organ systems with normal and clinical considerations. *Prerequisites*: Chemistry 112 and 132. (Odd years only.)

Biology 334. Microbiology. (S)(4)
An introduction to the classification, morphology, physiology, and genetics of the bacteria, fungi, viruses, and micrometazoans, as well as their roles in nature, health, and industry. Laboratory work stresses techniques for the culture and identification of micro-organisms. A portion of the course is devoted to immunology. *Prerequisites*: Biology 111, Chemistry 112 and 132. Biology 361 is highly recommended. (Even years only.)

Biology 361. Genetics. (S)(4)
This course stresses the principles of inheritance from both the classical and the modern molecular perspectives, and includes an introduction to population genetics. Laboratory work emphasizes classical and molecular methods of genetic analysis. *Prerequisites*: Biology 111 and Mathematics 131.

Biology 421. Biochemistry. (S)(3)
A survey of major topics of biochemistry including thermodynamics, enzyme kinetics, and photosynthesis; and the structure, synthesis and metabolism of lipids, carbohydrates, proteins and nucleic acids. *Prerequisites*: Biology 111 and Chemistry 312. (Odd years only.)

Biology 431. Cell Biology. (F)(3)
An in-depth survey of the structure and function of a wide range of living cells with consideration of biochemical and biophysical bases of this structure and function. Certain characteristics of viruses are also considered. *Prerequisite*: Biology 232 and 233, Chemistry 112 and 132. Biology 361 is highly recommended. (Even years only.)

Biology 436. Evolution. (S)(3)
An introduction to the theory and processes of evolutionary biology. Topics include the historical development of the discipline, the principle mechanisms by which it occurs, tempo and mode of speciation, both biological and geological sources of evidence, and the impact of evolutionary thought on biology and society. *Prerequisites*: Biology 232 and 233. Biology 361 is highly recommended.. (Odd years only.)

Biology 441. Ecology. (F)(4)
A study of the relationships between organisms and their abiotic and biotic environment including biogeochemical cycles, population dynamics, diversity, and community organization and structure. *Prerequisites*: Biology 232 and 233.

Chemistry

Requirements for a Major: Thirty-two semester hours of Chemistry including:

CHEM 111 & 112	General Chemistry	(3) (3)
CHEM 131 & 132	General Chemistry Laboratory	(1) (1)
CHEM 212	Analytical Chemistry	(4)
CHEM 311 & 312	Organic Chemistry	(5) (5)
CHEM 314	Physical Chemistry Laboratory	(1)
CHEM 332	Physical Chemistry	(3)
PHYS 211-212	General Physics	(4) (4)
PHYS 213-214	General Physics Laboratory	(1) (1)
PHYS 331	Heat and Thermodynamics	(3)
MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)
GNSC 471	Science Seminar	(1)

Requirements for a Minor: Twenty-one semester hours including Chemistry 111, 112, 131,132, 311, 312 and either 212 or 411.

Chemistry 101. Introductory General Chemistry. (Sum)(4)

A study of the general principles including laws of definite and multiple proportion, stoichiometry, gases, electronic structure, chemical bonding, periodic relationships, chemical equilibrium and acids/bases. Laboratory activities included. Intended for students interested in a one-semester course in chemistry and recommended for students seeking careers in some allied health fields. *Prerequisite*: A working knowledge of algebra such as is acquired in two years of high school algebra.

Chemistry 111-112. General Chemistry. (F,S)(3)

A systematic study of the fundamentals and applications of the experimental and theoretical laws of chemistry. Major topics include nomenclature, stoichiometry, chemical thermodynamics, equilibrium, acid-base reactions, atomic and molecular theory and structure, chemical kinetics and nuclear chemistry. Examples and problems are drawn from all areas of chemistry. Concurrent registration in General Chemistry Laboratory, Chemistry 131-132, is highly recommended for all students. *Prerequisite*: A working knowledge of algebra such as is acquired in two years of high school algebra, or Mathematics 131 (which may be taken concurrently), or a composite ACT score of 21.

Chemistry 131-132. General Chemistry Laboratory. (F,S)(1)

Laboratory experiments in general chemistry that illustrate basic principles and develop laboratory skills. Experiments are coordinated with the General Chemistry topics. Inorganic qualitative analysis is included in Chemistry 132. Three hours of laboratory per week. Concurrent registration or previous completion of Chemistry 111-112 is required. No credit may be received for Chemistry Laboratory 131-132 without the simultaneous or prior completion of the corresponding lecture courses Chemistry 111-112.

Chemistry 212. Analytical Chemistry. (F)(4)

A study of important volumetric and gravimetric analyses presented from a modern theoretical standpoint. Also an introduction to the study of advanced methods of analysis including some newer instrumentation techniques. *Prerequisites*: Chemistry 112 and 132.

Chemistry 311-312. Organic Chemistry. (F,S)(5)

A course in the chemistry of organic compounds. Unitized laboratory work is designed to illustrate the basic principles of organic chemistry. *Prerequisites*: Chemistry 112 and 132.

Chemistry 314. Physical Chemistry Laboratory. (S)(1)

A laboratory course designed to accompany Chemistry 332 and Physics 331.

Chemistry 332. Physical Chemistry. (S)(3)

A study of atomic structures and chemical bonding in terms of modern quantum theory. Topics include molecular spectra, and chemical kinetics. *Prerequisites*: Mathematics 242 and Physics 212. (Odd years only.)

Chemistry 411. Inorganic Chemistry. (S)(4)

A systematic study of the structure, properties and reactions of non-carbon elements, with emphasis on the non-metals and the transition metals. Topics include atomic-molecular structure and bonding, physical methods of investigation, organometallic chemistry and bioinorganic chemistry. *Prerequisite*: Chemistry 312. (Odd years only.)

Chemistry 413. Organic Spectroscopy. (F) (3)
Organic spectroscopy is a one semester course that will provide the student with an in-depth understanding of the instrumentation and techniques of modern spectroscopic methods and their application to structural elucidation. Interpretation of spectral data obtained from techniques such as MS, UV-VIS, IR, H1-NMR, C13-NMR. COSY, and NOESY will be stressed during the semester. *Prerequisite*: Chemistry 311 and 312.

Environmental Studies

Neither a major nor a minor is offered.

Environmental Studies 101. Man and the Environment. (F)(3)
A multi-disciplinary course in which basic ecological principles are developed and used to show human impact on natural eco-systems. Topics include endangered species, impact of population growth, land use and the management problems, food production and demands.

Environmental Studies 110. Physical Systems of the Environment. (S)(4)
A study of the physical environment as the home of man. Emphasis on distribution and interaction of environmental variables (weather, land forms, vegetation, soils, and climate). This course may be used to fulfill the physical science requirement for students seeking teacher certification. Laboratory activities included.

General Science

Neither a major nor a minor is offered.

General Science 110/111. General Science. (F/S)(4/4)
General Science is a two-semester introductory science sequence with lab for non-science majors that includes Astronomy, Biology, Chemistry, Environmental Science, Geology, and Physics. The prerequisite is any level college math (except MATH 101), or two years of high school algebra, or permission of the instructor.

General Science 124. Introduction to Physical Therapy. (S)(2)
A general orientation to the historical background, philosophy and professional ethics of physical therapy, interprofessional relationships between members of the health care team; concepts of health and disease; overview of the total medical spectrum, medical technology, modalities used in physical therapy, and orientation to clinical service departments and their administration.

General Science 471. Science Seminar. (S)(1)
A lecture/discussion of selected topics of interest, lead by faculty members of the Department of Natural Sciences, invited speakers, and student participants. May be repeated once; a student can earn a maximum of two credit hours through this course. All natural science majors must take this course at least once. *Prerequisite:* Natural science major with junior or senior standing, or permission of the instructor.

Mathematics

Requirements for a Major: Thirty semester hours numbered 241 and above including:

MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)
Two of the following courses:		
MATH 333	Modern Algebra	(3)
MATH 402	Functions of a Complex Variable	(3)
MATH 403	Introduction to Analysis	(3)
COMP 250	Visual BASIC	(3)
PHYS 211 & 212	General Physics	(4)
PHYS 213 & 214	General Physics Laboratory	(1)

Those seeking secondary certification must include Mathematics 301 and 333. Mathematics 321, 331, 332, 372 are recommended.

Requirements for a Minor: Computer Information Systems 121 plus twenty-one semester hours numbered 241 and above to include Mathematics 241 and 242.

Mathematics 101. Introduction to College Algebra. (F,S) (3)
The purpose of this course is to enhance basic mathematical skills and to prepare students for subsequent mathematics courses. This course is a prerequisite for those who do not qualify for enrollment in Math 110, Math 131, or Math 133. Students entering Union College (any freshman or those transfer students without a transferable mathematics course) with a Math ACT score of 18 or less will be placed in this course. This course does not satisfy General Education Requirements in mathematics. The topics of the course will include, but are not limited to: fractions, decimals, and percents; operations with real numbers, including hierarchy of operations; exponents, roots, and radicals; polynomial arithmetic with emphasis on factoring; solving linear and quadratic equations; inequalities, particularly linear inequalities; complex numbers and their arithmetic; formula manipulation; and word problems involving any of these topics.

Mathematics 110. Topics in Contemporary Mathematics. (F,S)(3)
Selected topics from set theory, counting methods, probability, statistics, systems of linear equations, graphs and solutions of linear and quadratic equations using graphical methods. Modeling and problem solving techniques will be illustrated to give students an understanding of the nature and applications of mathematics. Designed as a terminal course for the non-major.

Mathematics 131. College Algebra. (F,S,Sum)(3)
Material from Math 101 is assumed. This course contains topics selected from: applications of linear and quadratic equations; solving inequalities, including quadratic inequalities; graphing equations; graphs of functions; combining functions and finding inverse functions; exponential and logarithmic functions; polynomial functions; and systems of equations.

Mathematics 133. Trigonometry and Analytic Geometry. (F)(3)
Right triangle ratios, trigonometric functions, graphing trigonometric functions, identities, inverse trigonometric functions, laws of Sines and Cosines, polar coordinates and complex numbers, analytic geometry.

Mathematics 203. Mathematics for Elementary Teachers I. (F)(3)
The purpose is to develop understanding by emphasizing mathematical concepts and connections. The course is based on NCTM standards. Students use manipulatives in the study of concepts and procedures for whole numbers, fractions, ratios, integers and real numbers. Problem solving, math journals, alternative assessment, structure, calculators. Fulfills Liberal Education Core for K-4 Education majors only.

Mathematics 204. Mathematics for Elementary Teachers II. (S)(3)
The purpose is to develop understanding by emphasizing mathematical concepts and connections. The course is based on NCTM standards. Students use manipulatives in the study of concepts and procedures for statistics, probability, measurement, and geometry and algebraic concepts. Classification, change, symmetry, transformations, tessellation, math portfolios, computers.

Mathematics 241. Introduction to Calculus and Analytic Geometry. (F,S)(4)
Review of algebra, limits, the derivative, differentiation of algebraic and trigonometric functions, applications of the derivative, extrema, and the antiderivative. *Prerequisite*: Mathematics 131, 133 and study of trigonometry in high school.

Mathematics 242. Intermediate Calculus and Analytic Geometry. (F, S)(4)
The integral, applications of the integral, logarithmic and exponential functions, trigonometric functions, hyperbolic functions, techniques of integration, L'Hospital's Rule and indeterminate forms, and improper integrals. *Prerequisite*: Mathematics 241.

Mathematics 243. Advanced Calculus and Analytic Geometry. (S)(4)
Topics selected from polar coordinates, vectors, solid analytic geometry, partial differentiation, multiple integration, infinite series, and differential equations. *Prerequisite*: Mathematics 242.

Mathematics 301. Principles of Geometry. (F)(3)
Mathematical Proof: conjunctions, disjunction, implications, truth tables. Proofs using triangles, polygons, and circles. Transformations, area, space geometry, and non-Euclidean geometries. *Prerequisite*: Mathematics 131, 133 or 204. (Even years only.)

Mathematics 321. Discrete Mathematics. (F)(3)
Logic, methods of proof, sets, relations, functions, equivalences, combinatorics, induction, recursion, elementary number theory, linear programming, and an introduction to mathematical modeling. *Prerequisite*: Mathematics 131 or permission of the instructor. (Even years only.)

Mathematics 331. Introduction to Linear Algebra. (F)(3)
Vector algebra in Euclidean spaces, lines and planes in space, matrices and linear equations, abstract vector spaces. *Prerequisites*: Math 131 and permission of the instructor. (Odd years only.)

Mathematics 332. Linear Algebra. (S)(3)
Vector spaces, subspaces, linear independence, linear transformations, determinants, inner product spaces, orthogonality, and unitary transformations. *Prerequisite*: Mathematics 331. (Odd years only.)

Mathematics 333. Modern Algebra. (S)(3)
An introduction to abstract algebra including groups, subgroups, quotient groups, isomorphism theorems, rings, and ideals. *Prerequisite*: Mathematics 241 or permission of the instructor.

Mathematics 372. Probability and Mathematics Statistics. (F)(3)
Theoretical probability using point set approach, probability as a frequency ratio; probability for finite sample spaces; conditional probability; joint and continuous distributions, binomial distribution; Baye's theorem; statistical applications of probability; theory of sampling and variance. *Prerequisites*: Mathematics 242, which may be taken concurrently, and permission of the instructor. (Even years only.)

Mathematics 402. Functions of a Complex Variable. (F)(3)
Complex numbers, analytic functions, elementary functions of a complex variable. Cauchy's formula, Liouville's theorem, Laurent's series, residues, contour integration, conformal mapping, physical applications. (Even years only.)

Mathematics 403. Introduction to Analysis. (F)(3)
Sets and functions, topological ideas, LUB property, real sequences, continuity, mean value theorems, integration, definite integrals, Taylor's theorems, improper integrals, convergence of infinite series, power series, improper integrals with parameter. (Odd years only.)

Mathematics 471. Differential Equations. (S)(3)
Differential equations of first order and first degree, differential equations of first order and higher degree, differential operators and linear differential equations, reduction of order. *Prerequisite*: Mathematics 242. (Even years only.)

Physics

Requirements for a Major:

PHYS 211-212	General Physics	(4) (4)
PHYS 213-214	General Physics Laboratory	(1) (1)
PHYS 312	Electricity and Magnetism	(4)
PHYS 331	Heat and Thermodynamics	(3)
PHYS 401*	Principles of Modern Physics	(3)
PHYS 411	Classical Mechanics	(3)
CHEM 111-112	General Chemistry	(3)(3)
CHEM 131-132	General Chemistry Laboratory	(1)(1)
MATH 241	Introduction to Calculus and Analytical Geometry	(4)
MATH 242	Intermediate Calculus and Analytical Geometry	(4)
MATH 243	Advanced Calculus and Analytical Geometry	(4)
GNSC 471	Science Seminar	(1)
An additional eight hours of upper level physics courses.		(8)

*CHEM 332 may substitute for PHYS 401.

Requirements for a Minor: A minimum of twenty-one semester hours of Physics numbered 211 and above, including Physics 211, 212, 213, 214, 401, and either 312 or 331.

Physics 111-112. College Physics. (F,S)(3)
These courses are intended for life science and non-science students. They must be taken sequentially. Physics 111 topics include mechanics of motion; the properties of solids, liquids, and gases; and thermal phenomena. Physics 112 topics include wave motion and vibrations; electricity and magnetism; optics; and selected topics in modern physics. Does not count toward a minor. *Corequisite*: Mathematics 131 or permission of the instructor.

Physics 113-114. College Physics Laboratory. (F,S)(1)
Laboratory experiments accompanying Physics 111 and 112 respectively to illustrate basic principles and develop laboratory skills. No credit may be received for these laboratory courses without concurrent or prior completion of the corresponding lecture course.

Physics 211-212. General Physics. (F,S)(4)
Mechanics of solids, liquids and gases; laws of thermodynamics; kinetic-molecular theory, vibrating bodies; wave physics; laws of Coulomb, Faraday, Ampere, Ohm, Joule, and Lenz; electromagnetism; optics. *Pre- or Corequisite*: Mathematics 242.

Physics 213-214. General Physics Laboratory. (F,S)(1)
A general physics laboratory course involving experiments in mechanics, heat, sound, electricity, magnetism, and optics. Experiments are coordinated with Physics 211-212.

Physics 303. Relativity. (on demand)(3)
Einstein's Special Theory of Relativity, including relativistic kinematics and relativistic momentum and energy. *Prerequisite*: Mathematics 131.

Physics 310. Statics. (S)(3)
Study of force systems on bodies at rest. Applications of conditions of equilibrium to coplanar and space systems. Virtual work, centroids, moments of inertia, and products of inertia. *Prerequisite*: Physics 211. (Even years only.)

Physics 312. Electricity and Magnetism. (F)(4)
Electric charges, forces, field and potential with associated magnetic forces and fields; dielectric theory; capacitance, inductance, resonance, and oscillations; series and parallel DC and AC circuits; measuring instruments; Maxwell's equations and electromagnetic waves. Four lecture hours per week. Strongly recommend prior enrollment in Physics 232. *Prerequisites*: Physics 212 and Mathematics 243 and 471. (Odd years only.)

Physics 331. Heat and Thermodynamics. (F)(3)
Thermodynamic systems and processes, equations of state, PVT surfaces and real substances, laws of thermodynamics, energy equations, enthalpy, entropy, thermodynamic potentials, application of thermodynamics to simple systems. *Prerequisites*: Physics 212 and Mathematics 243. (Odd years only.)

Physics 332. Basic Electronics Laboratory. (on demand)(3)
Theory and applications of solid state devices, power supplies, A.C. and D.C. circuits, schematic diagrams, computer interfacing, control circuits. *Prerequisites*: Physics 112 or Physics 212, Mathematics 242.

Physics 401. Principles of Modern Physics. (F)(3)
Elementary concepts of quantum mechanics, selected topics in atomic and nuclear physics. *Prerequisites*: Physics 212 and Mathematics 242. (Even years only.)

Physics 411. Classical Mechanics. (S)(3)
Motion of a particle, systems of particles, rigid bodies; moving coordinate systems; Lagrange's equations; small oscillations. *Prerequisite*: Mathematics 243. (Odd years only.)

Physics 420. Experimental Physics. (S)(2)
An upper-level physics laboratory course focusing on fundamental physical constants. Includes computer simulations. The class consists of one lecture hour and one laboratory hour. *Prerequisites*: Physics 211, 212, 213 and 214. (Even years only.)

Science Education Majors

(Specialization Component for Certification)
Students who wish to teach secondary science may choose one of the following three certification areas in the natural sciences: Biology, Chemistry, Mathematics or Physics. Certification to teach in Biology and Mathematics requires satisfying the requirements for a major in that area. Certification in Physical Science combines Chemistry, Earth Science and Physics.

Pre-Professional Programs

Dentistry
Engineering
Medical Technology
Medicine
Optometry
Pharmacy
Physical Therapy
Veterinary Medicine

Students who have interest in professional programs or allied health fields may fulfill entrance requirements for these schools while pursuing a bachelor's degree at Union. Since admission requirements to professional schools vary considerably, students having interest in these fields work with their advisor, who assists with the admission process into professional school and helps select an appropriate program of study. Students are advised to inform their advisors of interest in professional schools as early as possible.

In engineering, cooperative 3-2 plans have been worked out with the University of Kentucky and with Auburn University. Students spend their first three years at Union taking certain pre-engineering courses and a solid program in the liberal arts. The next two years are spent in-residence at the cooperating university, which the student enters as a junior. Both the Bachelor of Science from Union and the Bachelor of Science in engineering from the cooperating university will be awarded to the student after successful completion of all requirements.

Department of Social and Behavioral Sciences

L. James Cox, Department Chair

Majors: Criminal Justice, Psychology, Sociology
Minors: Criminal Justice, Economics, Political Science, Psychology, Sociology
Other Programs: Liberal Education Core courses, Area in Social Studies (please refer to page 48)

Liberal Education Core Courses

Appalachian Studies

Appalachian Studies 101. Appalachian Explorations. (F,S)(3)
This course is an integrated, introductory exploration of the Appalachian Region through cultural study, service-learning, and wilderness experience.

Appalachian Studies/Service Learning 102. (F,S)(1)
This course is designed to provide students with experience and reflection during a mid-term break or during a semester project concerning the nature of community and social problems, and to prepare students for civic engagement and social responsibility. The course will include a supervised service learning component through which students will develop skills and knowledge to meet community needs and better understand societal problems. (See page 23)

Appalachian Studies 103. Appalachian Wilderness Experience. (S)(3)
A field experience course in wilderness recreation and related land-use issues in Appalachia, to take place during spring break. Students will keep a reflective journal and write a research paper on a topic directly related to their field experience. Since the specific content of the course and the locales visited will vary each time the course is offered, the course may be repeated twice for credit. *Prerequisites*: APST 101 and permission of the instructor. This course may not be taken concurrently with APST 203.

Appalachian Studies 202. Service-Learning. (F,S)(3)
The course has as its major objective the encouragement of critical thinking and practical experience with respect to the concepts of citizenship and social responsibility. To achieve this objective the course will examine Service-Learning from historical and contemporary perspectives, and provide students with a guided community-based learning experience. *Prerequisite*: APST 101.

Appalachian Studies 203. Wilderness in Appalachia. (S)(3)
An introduction to wilderness in Appalachia as seen from ecological, social, political, and economic perspectives. Lectures, class discussion, readings, and writing assignments will lead up to, reflect upon, and complement a sustained and intensive wilderness field experience, which will occur during the spring break. *Prerequisites*: APST 101 and permission of instructor. This course may not be taken concurrently with APST 103.

Appalachian Studies 204. Appalachian Culture. (F,S) (3)
This course will introduce the culture of the Appalachian Region, from its earliest inhabitants, through the various immigrant groups, to the current situation of multicultural mixture. *Prerequisite*: APST 101.

Social and Behavioral Sciences

Social and Behavioral Sciences 101. Foundations of the Social and Behavioral Sciences (F)(3)
This course is designed to familiarize non-social science majors with the questions asked in the Social and Behavioral Sciences, and the theories and methods used to deal with them. It will include topics from Political Science, Criminal Justice, Economics, Statistics and Experimental Design, as well as Sociology, Psychology and Anthropology. This course may be taken in either the freshman or sophomore year but must be completed by the end of the sophomore year.

Social and Behavioral Sciences 102. Applications in the Social and Behavioral Sciences (S)(3)
This course is designed to familiarize non-social science majors with empirical applications of the Social and Behavioral Sciences. It will include topics from Anthropology, Criminal Justice, Economics, Geography, Political Science, Psychology, Sociology and Statistics and Experimental Design. *Prerequisiste*: SBSC 101.

Majors, Minors, and other programs

Anthropology

Anthropology 221. Introduction to Cultural Anthropology. (F)(3)
A survey of the archaeological and biological history of mankind as it relates to the development of man and his culture, with comparisons drawn between the cultures of primitive people and Western Civilizations.

Anthropology 251. North American Indian Cultures. (S)(3)
The historical development of North American Indian technology, and the cross-cultural study of four diverse Indian cultures at the time of White contact, will be the main focus of this course. Economics, ecology, technology, role relations, medicine, politics and conflict will be the focus of study in each culture.

Behavioral Sciences

Behavioral Science 245. Basic Statistics: Theory and Application. (F,S)(3)
Basic concepts of descriptive and inferential statistics, illustrations of applications in the fields of sociology, psychology, business, education, and natural science.

Behavioral Science 246. Methods of Behavioral Science Research. (S)(3)
Techniques and philosophies of behavioral science research including experimental, quasi experimental, survey, evaluation, field, and unobtrusive designs for the collection and interpretation of information.

Behavioral Science 495. Independent Study. (on demand)(1-3)

Criminal Justice

Requirements for a Major: Thirty semester hours of course work in the following: Criminal Justice 101, 201, and 302; Political Science 307 and 401; Sociology 363 and 464; and an additional nine semester hours chosen from the following: Criminal Justice 205 and 387, Psychology 202, 352, Sociology 231, or certain experimental courses.

Requirements for a Minor: Twenty-one semester hours of course work including the following: Criminal Justice 101, 201, and 302; Political Science 307; Sociology 363; and an additional six semester hours chosen from the following: Criminal Justice 205 and 387, Political Science 401, Psychology 202, 352, Sociology 231, 464, or certain experimental courses.

Criminal Justice 101. Introduction to Criminal Justice. (F,S)(3)
An introduction to the criminal justice process including the areas of criminal justice administration, the police, the courts, and corrections.

Criminal Justice 201. Criminal Procedure. (F)(3)
The law pertaining to the rights of defendants to criminal charges including: theories of responsibility, exclamatory matters, criminal trial procedures, classifications of evidence, presumptions, relevance, expert testimony, testimonial privileges, hearsay, confessions, and impeachment.

Criminal Justice 205. Introduction to Criminal Law. (S)(3)
An introduction to criminal law including the origins and principles of criminal law, criminal liability, and crimes against persons and property.

Criminal Justice 302. Methods and Problems of Investigation. (S)(3)
This course introduces the student to the fundamentals of police science investigation. An overview of the current problems that law enforcement investigators face will be addressed. Also, a comparative analysis of different agencies will be outlined. *Prerequisites*: Criminal Justice 101 or permission of the instructor.

Criminal Justice 387. Criminal Justice Practicum. (on demand)(3)
Criminal justice practicum consists of an eighty hour field placement in one of the areas of criminal justice: corrections, courts, or police. *Prerequisites*: Criminal Justice 101 or permission of the instructor.

Criminal Justice 495. Independent Study. (on demand)(1-3)

Please see the relevant sections of the catalog under Political Science, Psychology, and Sociology for a description of the remaining courses in the Criminal Justice degree programs.

Economics

Requirements for a minor: Twenty-one semester hours. Business Administration majors wishing to minor in Economics must take Econ 251, 303, 304, 354, 363, 457 and one elective from 300 and above.

Economics 203. Principles of Macroeconomics. (F)(3)
This course will introduce the student to macroeconomic theory including a study of the economizing problem, pure and mixed economics systems, demand and supply, the economic functions of government, national income accounting, the business cycle, employment theory, money and banking, and fiscal policy.

Economics 204. Principles of Microeconomics. (S)(3)
This course will introduce the student to microeconomic theory, including demand and supply analysis, elasticity, the production function, price and output determination, costs of production, pricing and employment of resources, and market structures.

Economics 251. Environmental Economics. (F)(3)
This course studies the societal choice in the use of scarce resources and how it is related to ecosystem survival, environmental quality, and human welfare. (Even years only).

Economics 303. Intermediate Macroeconomics. (F)(3)
This course examines in greater detail the theoretical foundations of fiscal and monetary policy, and allows students to experience macrocomputer models and modeling of macroeconomic issues including indexing, forecasting and analyzing GDP and other macroeconomic data, and use of key economic indicators in determining Federal Reserve policy. *Prerequisite*: Economics 203 and Behavioral Sciences 245. (Even years only)

Economics 304. Intermediate Microeconomics. (S)(3)
This course examines in greater detail the theoretical foundations of consumer demand and production theory. It further enhances understanding of microeconomic concepts by using computer models and empirical analysis of relevant data. *Prerequisites*: Economics 204, Behavioral Science 245, and Computer Information Systems 112, or permission of the instructor. (Even years only)

Economics 354. Managerial Economics. (S)(3)
This course is designed to illustrate how business managers can utilize knowledge of economic principles to help make managerial decisions. Topics covered will include: market demand, empirical estimation of demand and/or supply, production and costs, decision under uncertainty, organizational decisions and production decisions. *Prerequisites*: Economics 204 and Behavioral Science 245. (Odd years only)

Economics 363. Money & Banking. (S)(3)
Objectives of this course include introducing the student to the development of the commercial banking system, the Federal Reserve System and further exploration of fiscal and monetary policy. *Prerequisite*: Economics 203. (Odd years only)

Economics 410. Current Topics in Economics. (S)(3)
This course examines topics in economics which are controversial and noteworthy in analysis and conclusions for policy makers. It requires application of economic theory in both micro- and macroeconomics to selected topics. *Prerequisites*: Economics 203, 204, Behavioral Science 245 and junior standing. (Even years only)

Economics 457. International Economics. (F)(3)
This course is designed to familiarize the student with the principles and techniques necessary to understand economics in an international setting. Topics covered will include: absolute and comparative advantage, protectionism in various forms, economic decision-making in a global setting, applications of economic theory to multi-national firms, and numerous other international economics topics. *Prerequisites*: Economics 203, 204, Behavioral Science 245, and junior standing. (Odd years only)

Economics 488: Economics Seminar. (F, on demand)(3)
An advanced course of selected topics of interest in the field of Economics. *Prerequisite*: Business major/minor with junior or senior standing and 21 credit hours in business courses or permission of the department head. (Odd years only)

Geography

Geography 101. Introduction to Geography. (S)(3)
Emphasis on the concepts of place, region, spatial interaction, landscape interpretation and landscape evolution. Deals with the graphic media of geography - maps, graphs, scale models. Case studies illustrate geographic principles to familiarize students with various parts of the world. For future teachers as well as students of the natural and social sciences.

Geography 233. Geography of Appalachia. (on demand)(3)
A systematic analysis of the physical, demographic, economic, and cultural characteristics of the Appalachian landscape, with emphasis on the great diversity within the region.

Political Science

Requirements for a Minor: Twenty-one semester hours, including Behavioral Science 246 and Political Science 101.

For more information on the History/Political Science major, please refer to the Department of History section on page 66)

Political Science 101. American National Government. (F)(3)
A survey of the principal characteristics of the American National Government; examination of constitutional principles, federalism, political participation, institutions of government, and the politics of public policy. See the History section of the catalog for information on the History and Political Science area major.

Political Science 231. International Politics. (F)(3)
Basic historical, economic, and cultural factors in the international political system. The rise and development of Western nation-state systems; the foundations of national power; sovereignty, nationalism and imperialism; the development of international organizations and cooperation.

Political Science 305. American Political Parties and Politics. (F)(3)
The organization, functions, and practices of political parties in the United States, their methods of influencing public opinion, their role in nominations and elections, and their impact on popular government. (Odd years only.)

Political Science 307. Criminal Justice Administration. (S)(3)
A study of the administrative principles and management practices of criminal justice organizations including: the police, courts, and correctional facilities.

Political Science 308. The American Presidency. (F)(3)
Analysis of the institution of the presidency, its functions, formal and informal relationships, and its limitations within the American political system. (Even years only.)

Political Science 401. Public Policy and Criminal Justice. (F)(3)
The study of policy questions in the criminal justice system. Particular emphasis is placed on a detailed examination of the major policy issues that link crime, politics, administration, and the law.

Political Science 460. Political Philosophy. (S)(3)
The chronological and thematic examination of perennial issues in political science including liberty, justice, equality, political obligation, and political authority as developed over time by the political philosophy of Greek and Latin philosophers, Medieval thinkers, and modern theorists representing various world-wide perspectives. (Odd years only.)

Political Science 461. Administrative Management. (on demand)(3)
Methods of applying administrative principles to the operation of government agencies. Relevance of administrative theory to management procedures in government; the relation of policy formation and implementation to the administrative policy system environment.

Political Science 470. Political Violence. (S)(3)
The purpose of this course is to introduce the student to the issues relating to violence as a component of politics. Topics such as terrorism, warfare, and arms proliferation will be analyzed. In addition the course will familiarize the student with several regional conflicts, i.e., Northern Ireland. (Odd years only.) *Prerequisite*: Political Science 231 or permission of the instructor.

Psychology

Requirements for a Major: Thirty semester hours, including Behavioral Sciences 245, 246, Psychology 111, 352, and 460.

Requirements for a Minor: Twenty-one semester hours including Behavioral Sciences 245, 246, and Psychology 111.

Psychology 111. Introduction to Psychology. (F,S)(3)
Emphasis on the study of human behavior and the ability of the individual to make adjustments to his environment.

Psychology 201. Psychology of Personal Adjustment. (on demand)(3)
Factors determining the development of personality, principles of mental health, and problems involved in the dynamics of human adjustment.

Psychology 202. Forensic Psychology. (F)(3)
An application of psychological principles to the criminal justice system. Topics include: the relationship between the legal and mental health systems, the assessment of criminal responsibility, the psychodynamics of criminal behavior, and intervention strategies.

Psychology 210. Child Development. (on demand)(3)
Emphasis on recent child development theories with laboratory experiences with children on a one-to-one basis.

Psychology 250. Practicum in Counseling Psychology. (F,S)(1-3)
Supervised practical field experience at approved practicum sites. Sites will involve working in the area of counseling and psychotherapy, or related psychological service opportunities. The practicum is intended to integrate classroom theory and learning with formal work experience. Practicum sites are selected by the student on an individualized basis and in consultation with the instructor. Only those sites with adequate supervision and educational experience for the student will be approved for the practicum experience. The course is repeatable, and may be taken for up to 3 credits. *Prerequisite*: PSYH 111 and permission of the instructor.

Psychology 251. Research Practicum in Psychology. (F,S)(3)
The Research Practicum is designed to provide students with hands on experience conducting experimental research using human participants. Such experience will enhance the student's ability to obtain graduate training for a career in any area of psychology, whether in counseling and therapy, business and industry, or science and academia. Activities could include scoring and coding date, developing new stimulus materials or procedures, recruiting subjects, and analyzing data. In PSYH 251 the student will function as a novice research assistant. The student will gain initial experience in the basic mechanics of research that will serve as a prerequisite for PSYH 452. The two taken in sequence provide the student with important credentials for graduate programs. *Prerequisite*: PSYH 111 and permission of the instructor.

Psychology 330. Social Psychology. (F)(3)
Major emphasis is on problems involved in human relations. Designed to help the individual to understand and adjust to group thought and action. Attention is given to recent psychological and sociological research in human relations. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 350. Cognition. (F)(3)
An introduction to the study of human information processing. Topics include attention, thinking, pattern recognition, short and long- term memory, semantic memory, mental imagery, problem solving, creativity, and language acquisition. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 352. Abnormal Psychology. (S)(3)
Mental disorder, changing conceptions of normality, the more common forms of mental disorders, their psychological interpretation, principles of effective mental hygiene, and contemporary approaches to psychotherapy. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 360. Sensation and Perception. (S)(3)
An introduction to the principles and theories of human perception. The anatomy and physiology of different sensory modalities are examined. Topics include vision, hearing, touch, taste, and smell. Psychophysics is covered. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 361. Psychology of Learning. (on demand)(3)
Basic concepts and principles of learning with emphasis upon human and animal laboratory studies. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 402. Counseling Theories and Techniques. (S)(3)
Basic theories, types, and techniques of counseling. Practice in individual and group techniques of interviewing. *Prerequisites:* Permission of the instructor required.

Psychology 410. Psychology of Addictions. (S,Sum)(3)
Major emphasis is on factors determining the development of addictions, including physiological, emotional, cognitive, and behavioral dimensions of the addictive process. Also emphasizes intervention and treatment strategies for the various types of chemical dependency and substance abuse. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 450. Practicum in Counseling Psychology. (F,S)(1-3)
Supervised practical field experience in approved practicum sites, with an academic component designed to strengthen the student's theoretical background with regard to the work of the practicum. Sites will involve working in the area of counseling and psychotherapy, or related psychological service opportunities. The practicum is intended to integrate classroom theory and learning with formal work experience. Practicum sites are selected by the student on an individualized basis and in consultation with the instructor. Only those sites which provide adequate supervision and educational value for the student will be approved for the practicum experience. The course is repeatable, and may be taken for up to 3 credits. *Prerequisite*: PSYH 111, upper division status, and permission of the instructor.

Psychology 451. Research Practicum in Psychology. (F,S)(3)
Students will build on the experience gained in PSYH 251 by applying their knowledge of the basic mechanics of research to more challenging aspects of the research process. Activities could range from refining existing experimental procedures to identifying interesting new research questions and developing new experimental manipulations to examine them. The student will orally present a research paper on the project to which they contributed. Such experiences, particularly if they are extended over several semesters, will further enhance the student's ability to obtain graduate training for a career in any area of psychology, whether in counseling and therapy, business and industry, or science and academia. May be repeated up to 2 times. *Prerequisite*: 111, PSYH 251, and permission of the instructor.

Psychology 460. Theories of Personality. (F)(3)
Nature of personality structure and dynamics. Classical psychoanalysis, social psychological and stimulus-response theories included. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 461. History and Systems of Psychology. (on demand)(3)
Origins of psychological thought within science and philosophy, tracing the development of systems and theories within German, British, and American psychology. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 470. Theories of Learning. (S)(3)
Basic fundamentals of learning theory as formulated by such theorists as Thorndike, Pavlov, Guthrie, Skinner, and Hull. Attention is given to the empirical support of various theories. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 472. Experimental Psychology. (S)(3)
Advanced study in experimental methods in psychology. Research methodology will be reviewed and then applied through a semester-long research project in an area of interest to the student, resulting in a professionally-formatted document to be potentially considered for professional presentation or publication. *Prerequisites*: Psychology 111 and Behavioral Science 245 and 246.

Psychology 480. Special Topics in Psychology. (on demand)(3)
An intensive study of selected topics of interest within the discipline of psychology. May be repeated for credit as the topic varies. *Prerequisites*: Psychology 111 or permission of the instructor.

Psychology 495. Independent Study. (on demand)(1-3)

Sociology

Requirements for a Major: Thirty semester hours, including Behavioral Sciences 245, 246, Sociology 131, 460. Psychology 330 is strongly recommended and will be credited toward the thirty semester hour requirement.

Requirements for a Minor: Twenty-one semester hours, including Behavioral Sciences 245, 246, Sociology 131. Psychology 330 is strongly recommended and will be credited toward the twenty-one semester hour requirement.

Sociology 131. Introduction to Sociology. (F)(3)
The social interaction of persons and groups; man's cultural heritage and social nature; analysis and principles of group life; forms of collective behavior; the process of socialization; social structure, interaction and reorganization, including race relations and social class; a variety of social institutions; the family, education, religion; the economy and politics; social change.

Sociology 231. Juvenile Delinquency. (F)(3)
An introduction to the study of juvenile delinquency and the juvenile justice system. The course investigates the topics of juvenile law, theories of causation procedural issues, and their interrelationships.

Sociology 241. Sociology of Appalachia. (F,S)(3)
Uses the basic principles and concepts of sociology to study life in the Appalachian region. The areas of study include socio-economic class, culture, folklore, social institutions, the family, religion, schooling, poverty, and development.

Sociology 251. Current Socio-Economic Problems. (F)(3)
Scientific understanding of social problems; problem areas in contemporary American society; types of personal disorders and role impairment; the influences of social change on the structure of society. Attention is also given to the question of why certain forms of deviance become defined as social problems.

Sociology 255. Selected Topics in Political Sociology. (on demand)(3)
A series of seminars and small group discussions organized around a set of case readings in the area.

Sociology 271. Marriage and the Family. (F,S)(3)
Background experiences in the lives of young people leading up to courtship and marriage; the establishment and functioning of the home, with related biological and social factors. Emphasis upon changing attitudes toward family relationships, some of the problems involved and suggested solutions.

Sociology 311. Human Ecology. (S)(3)
Population distribution, growth, composition, and its relevance to current economic, social, and political problems. *Prerequisites*: Sociology 131 or permission of the instructor. (Even years only)

Sociology 353. Minority Groups. (F)(3)
A social scientific study of the origin and organization of minorities and their effect on society, with particular emphasis on minorities in the United States. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 363. Sociology of Corrections. (S)(3)
The study of the origins and organization of corrections in the United States. Topics include correctional ideologies, the social structure of various types of correctional facilities, probation, and parole. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 371. Social Institutions. (on demand)(3)
An examination of the structure and function of social institutions, with primary orientation within the American milieu. Particular emphasis on socialization, stratification, social change, and relations among institutions. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 372. Social Stratification and Inequality. (on demand)(3)
An analysis of the social stratification system including the concepts of class, status, prestige, income, and wealth; and, the impact of social stratification on American society. *Prerequisites*: Sociology 131 or permission of the instructor. (Odd years only.)

Sociology 387. Field Practicum in Sociology. (on demand)(3)
The field practicum in sociology is designed to give social science majors practical experience in a professional field related to sociology. Field placements will include such diverse experiences as working in the county clerk's office, pre-trial services, social services and other programs. *Prerequisites*: Behavioral Science 245, and either Anthropology 221, Psychology 111 or Sociology 131, and permission of the instructor.

Sociology 421. Rural and Urban Sociology. (S)(3)
Comparative and interrelated study of urban and rural life considering physical, institutional, social and economic factors of modern life in cities and in the countryside. *Prerequisites*: Sociology 131 or permission of the instructor. (Odd years only.)

Sociology 433. Social Change. (on demand)(3)
This course introduces students to the problems of development and change. Examples will be drawn from Third World models of development, nationalism, imperialism, environmentalism, and human rights. The course is interdisciplinary, with emphasis on historical, economic, environmental and sociological aspects. *Prerequisites*: Sociology 131 or permission of instructor.

Sociology 460. Sociological Theory. (F)(3)
The major theories which have proved useful in investigating the nature of society are examined as cultural products, ideologies, and scientific models. Special attention is given to major figures such as Comte, Durkheim, Weber, Merton, C. Wright Mills, White and Sorokin in the emergence and convergence of their theoretical development. Lecture and discussion in a seminar setting. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 464. Sociology of Deviance and Criminology. (S)(3)
This course will develop an understanding of the social definitions and implications of deviance. Various types of deviant behavior and relevant theories of society will be addressed. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 470. Collective Behavior and Social Movements. (S)(3)
An analysis of the theoretical interpretations made by social and behavioral scientists of individual and collective behavior in crowds, demonstrations, disasters, social movements, riots, and political revolutions in Western Culture focusing on the United States from 1870 to the present. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 495. Independent Study. (on demand)(1-3)

Pre-Law

Most law school admissions committees require a student to have a four-year college program leading to the Bachelor of Arts or Bachelor of Science degree plus an acceptable score on the Law School Admissions Test. Regardless of the major, elective hours in accounting, business, history, political science, philosophy, and English prove helpful. Students should consult with our pre-law advisor, Dr. John Taylor (in the History Department), no later than the junior year.

The Campus Community

The Student Life Program

The mission of the student life program is to build a learning environment that empowers, encourages and challenges students. The student life team is committed to providing outstanding services to its campus and broader communities and focuses its energies and resources on student learning initiatives such as leadership, service, teamwork, and personal and community development.

Below is a short listing of services and opportunities available on the Union College campus. A comprehensive student handbook, *On Belay*, serves as companion to this catalog. The handbook may be obtained in hard copy from the Dean of Students' office and is available on the College's web site in an electronic form.

Student Organizations

The College has more than 30 student organizations that provide interesting leadership and learning opportunities. Organizational interests include academic support and recognition (honor societies), community service, campus programming and activities, residence life, student community government, spiritual development, wellness, wilderness/environmental, vocal, theatrical etc.

Intercollegiate Athletics

Union College is a member of the Mid-South Conference and the National Association of Intercollegiate Athletics (NAIA). The college promotes athletics for physical development and as a vibrant part of the program of extra-curricular activities. Union teams are noted for "clean" sport and competitive spirit. Sport for fun and character building is fundamental. In intercollegiate competition for women, varsity teams in basketball, golf, volleyball, soccer, softball and mountain biking represent the College.

Men's varsity teams compete in football, basketball, soccer, golf, baseball and mountain biking.

Additionally, Union sponsors a varsity cheerleading squad, which is open to both men and women.

Intramural Activities

The College strives to maintain a "sports for all" intramural program. Activities include flag football, basketball, floor hockey, mud-ball, softball, and volleyball. The intramural organization is, in general, made-up of men's, women's, and co-ed independent teams. The program includes both team and individual sports. Everyone is urged to take part – it's great fun and really keeps one in shape! *Union College is a member of the National Intramural-Recreational Sports Association (NIRSA).*

Student Conduct

The opportunity to become a member of the Union College community is not afforded to just anyone. The expectations are high, and it is important that each member of the community strive toward maintaining that tradition by modeling and empowering others to be honest and respectful, and to commit personal responsibility in all relationships.

The complete texts for the College's social and academic conduct codes are printed in the student handbook. The Vice President for Academic Affairs is the chief academic discipline officer for the College while the Vice President and Dean for Students serves as chief judicial officer for social and community discipline.

Social Life

Students are encouraged to consider the many options for intellectual, spiritual, social, service and physical activity as vital opportunities for developing range in personal development. Students are also urged to seek a healthy balance in their campus involvement in order to maintain high performance and success levels. Student Life, in partnership with student organizations, is responsible for planning, initiating and producing a comprehensive program of student social and recreational activities.

Health Services

The College, by special arrangement with the Knox County Health Department, maintains a Student Health Center on campus. Students with special needs should contact the Dean of Students for information on available services. Special physical challenges, AIDS, TB, or special psychiatric history are examples of circumstances that may require special management response and support from the College. Confidentiality will be strictly observed. This requirement is created in the interest of assuring clear access, safety, and enjoyment of the campus by each member of the campus community.

Campus Housing

Double-occupancy traditional housing and private room apartment-style housing is available for full-time undergraduate students. Additionally, a small number of apartments are available for married students.

Housing Policy

The College requires that all unmarried (those with no dependent children) full-time undergraduates live on campus. One exception to this rule includes students living with parents or legal guardians in or around Knox County. A student wishing to request special permission to secure off-campus housing should refer to the Union College student handbook for specific application details. *Note: Institutionally funded financial aid, grants and scholarships are available only to those who adhere to the college's housing policy.*

I.D. and Address Requirements

Every Union College student must maintain a current address listing with the Student Life Office for emergency purposes and must be prepared to show a current Union College ID card on request. ID cards are issued during Fall and Spring Registration Confirmation.

Counseling Services

Union College takes seriously its responsibility to provide for the diverse needs of its students. For this reason, the college has established a network of counseling services in the following areas: academic advising, career planning and placement, spirituality, personal and psychological counseling. Additionally, members of the student life staff are prepared to assist students with special problems that may arise and to connect them with the best available source of help within the college community.

Admission Information

Joretta Nelson, Vice President for Enrollment Management

Union College evaluates applicants for admission on an individual basis. Decisions are made based on the total potential of the student to profit from and contribute to the Union College academic community. Acceptance decisions are based on the quality of academic achievement, which includes an evaluation of the student's high school grade point average and pre-college curriculum courses, class rank, and ACT and/or SAT I scores.

The Union College Web application for admission may be found at www.unionky.edu. Alternatively, you may request an application by writing or calling:

Office of Admission
Union College
310 College Street
Barbourville, KY 40906
1-800-489-8646
or internationally, 606-546-1221
Fax: 606-546-1667
E-mail: enroll@unionky.edu
Web site: www.unionky.edu

Union College processes applications on a rolling admission basis. An application is considered for admission once all required items have been submitted.

Applying as a First-Year Student:

Students who have graduated from high school or received a GED certificate but have not attended any college or university, are considered to be First-Year Students. The following items must be submitted directly to the Office of Admission:

- The completed application for admission;
- A non-refundable $20 application fee;
- An official, sealed high school transcript or official GED score report form;
- An official ACT or SAT I score. (Standardized test scores are not required for students 25 or older.)

Applicants must authorize the release of their high school transcripts by signing the application form. It is the *student's* responsibility to contact his/her high school to request that an official transcript be sent to the Union College Office of Admission.

All first-year students' transcripts should include a completed pre-college curriculum, which consists of the following courses:

English	4 units
Mathematics	3 units
Laboratory Science	2 units
Social Science	2 units

In addition, the study of a foreign language is recommended.

Applying as a Home-School Applicant

Union College welcomes applications for admission from students who have completed their secondary school education in a home-schooled environment. The following credentials need to be submitted for evaluation by these applicants:

- The application for undergraduate admission;
- The $20 non-refundable application fee;
- Official ACT or SAT score report forms, submitted directly from the testing agency;
- Complete secondary school record and transcripts (including a grading scale);
- The name and author of textbooks used during instruction;
- Course descriptions or course outlines;
- Documentation of laboratory science experience;
- A full attendance record (days of instruction);
- The academic calendar (August/September, May/June, or other);
- One letter of recommendation speaking to the student's academic promise;

The student may (but is not required to) submit a writing sample, a summary of travel-related experiences or work-related experiences.

Applying as a Transfer Student:

Students applying for admission to Union College who have received college credit from other colleges or universities are considered to be Transfer Students. The following items must be submitted directly to the Office of Admission:

- The completed application for admission;
- A non-refundable $20 application fee;
- Official, sealed transcripts from all colleges/universities attended;
- An official, sealed high school transcript if the student has completed less than 31 semester hours from a regionally accredited institution;
- An official ACT or SAT I score if the student has completed less than 31 semester hours from a regionally accredited institution.

Transfer students applying to Union College must be in good standing with their previous college, and must be eligible to return to that school.

Union College will record a summary of transfer credits, indicating the total number of hours accepted and the quality point average at the sending institution. Union accepts only transfer work in courses with a grade of "C" or above.

Sixty-seven semester hours is the maximum number of hours that will be accepted from a two-year institution. Transfer students must satisfactorily complete 32 semester hours at Union College. For an associate degree, a transfer student must satisfactorily complete 18 semester hours at Union College.

Transfer credits will be accepted at the level of the initiating institution. Therefore, a student transferring from a two-year institution must accumulate 39 semester hours of upper division credit while a student at Union College before they are eligible for graduation. Of that work, at least six upper division hours must be included in any minor; 12 upper division hours must be included in any 30-hour major, and at least 18 semester hours of upper division course work must be included in any 50-hour major or in an area of concentration.

Applying as an International Student:

Students applying for admission to Union College who are not citizens of the United States, and who are not classified by the Immigration and Naturalization Service (INS) as residents of the United States, are considered to be International Students. The following items must be submitted directly to the Office of Admission:

- The completed international application for admission;
- A non-refundable $20 application fee;
- Official, sealed transcripts from all high schools and colleges/universities attended;
- Official copies of ACT and/or SAT I scores if the student wishes to be considered for academic scholarships;
- Official English translation of all transcripts in other languages;
- Official statement of financial support from the student's bank or accountant, providing evidence that the student will have the necessary financial support throughout his/her studies at Union College;
- English language proficiency is required for all international students. All international applicants whose home country does not have English as an official language must submit one of the following:
    1. Official TOEFL score or an admissable ACT/SAT I Score
    2. Official Michigan Test score;
    3. Completion of approved ELS English language program.

  English language proficiency is subject to review by the Admission and Academic Standing Committee
- Letters of recommendation, *with the necessary English translations*, are strongly encouraged.

It is the applicant's responsibility to provide official English translations of all documents submitted in other languages. These translations must be original documents bearing the signature and seal of the translator or agency, and they must be *literal translations*, not summaries or interpretations of the original documents.

When the international applicant has been admitted to the College, a form I-20 will be issued. If a student uses this form I-20 to enter the United States, he/she is obligated to attend Union College. Once the student enrolls at Union College, he/she is obligated to stay for at least one year. The student must also maintain a full course of study (at least 12 semester hours per term).

*Deadline for applying for fall semester—May 15; spring semester—October 15

Standardized Tests

Information about the ACT and SAT I is available in the Office of Admission, including a schedule of test dates and locations. All applicants requiring a test score for admission should have their test results forwarded to Union College. The Union College ACT code is 1552, and the SAT I code is 1825.

Enrollment Deposit

After official notification of acceptance to the College is received, all new students are required to submit a non-refundable enrollment deposit of $100. This deposit must be submitted by Monday, May 1, 2001 for students entering for the Fall 2001 term, and Friday, December 10, 2001 for students entering for the Spring 2002 term. A separate housing deposit of $50 is required for those who wish to live on campus. Students who do not submit an enrollment deposit will not be allowed to register for classes.

Summer Registration

A one-day summer registration program is required for all new students. The registration session is designed to help students make a successful transition to Union College, and includes academic advising, class registration and financial aid counseling.

Admission Information for other programs

High School Special Program

Juniors in high school may attend classes at Union College the summer before and/or during their senior year in high school. The student must have a "B" average and must have scored at least a 15 on both the English and Reading sections, and at least a 9 on the Elementary Algebra/Pre-Algebra sections of the ACT. Students may enroll for a maximum of six hours in any one term.

GED Acceptance

An applicant may be admitted with a GED high school equivalency score report form, based on the minimum requirements recommended by the American Council on Education. See guidelines above for applying as a first-year student.

Advanced Placement

Students who have scored at least a three on one or more of the AP tests may receive credit and/or advanced placement for their test scores. The Office of the Registrar will determine the credit and/or placement to be awarded.

International Baccalaureate

Union College recognizes International Baccalaureate (IB) level work in the admission process and will grant credit for examination scores of 4 or better on Higher level courses only. IB Certificate recipients will receive one course credit (3 semester hours) for each Higher level score of 4 or better. No credit is given for Subsidiary level examinations.

Early Start

First-year students may enroll for classes the summer before their first full-time fall semester at Union College. Students must not have attended any other college, must graduate in the top half of their high school class, and must have at least a 21 on the ACT or a 980 on the SAT I. Students must also have applied, be admitted and plan to attend Union for the fall semester following their Early Start summer program.

Financial Information

College Expenses

The academic year is divided into two regular semesters, Fall and Spring. In addition, a three-week May Interim and two five-week summer sessions are offered, convening in the months of May, June and July respectively. Applicable tuition and fees are as follows.

Undergraduate Expenses

(per regular semester)	
Tuition (12 to 18 semester hours)	$5,860.00
Community Government Fee (per semester-required for all full-time undergraduates)	$25.00
Room and Board Traditional Housing* (19-meal week)	$2,075.00
Private Room Residence Hall (Additional)	$200.00
Total for Traditional Housing Student	
Double Room	$7,960.00
Private Room	$8,160.00
Room and Board Apartment-style Housing* (7-meal week)	$1,700.00
Total for Apartment-style Housing Student	$7,585.00
Student Health Insurance (per academic year- required for all full-time undergraduates unless proof of other health insurance coverage is provided. See Student Insurance section.)	$200.00
Part-time tuition for registering less than 12 or more than 18 semester hours, per semester hour	$225.00

Graduate Expenses

Full-time tuition (12 to 18 semester hours)	$5,860.00
Room and Board Residence Hall	
Double Room	$7,060.00
Private Room	$8,160.00
Part-time tuition (per semester hour)	$225.00

May Interim Term Expenses (2001)

Tuition, Undergraduate (per semester hour)	$225.00
Tuition, Graduate (per semester hour)	$225.00
Room and Board (15 meals per week)**	$300.00

Summer Sessions Expenses (2001)

Tuition, Undergraduate (per semester hour)	$225.00
Tuition, Graduate (per semester hour)	$225.00
Room and Board (15 meals per week) each term**	$475.00

Other Expenses

The fees listed below are not a part of the traditional tuition and board and room charges.

Audit Fee (per semester hour)	$25.00
Late registration fee***	$15.00
CLEP (per test)	$35.00
CLEP Credit Recording fee (per course equivalent for Subject Tests only)	$30.00
Portfolio Fee (per semester hour)	$30.00
Examinations:	
Late final examination fee	$15.00
Credit by examination (Institutional, per credit hour)	$25.00
Music Lessons:	
Part-time and Special Students (per semester hour)	$80.00
Applied Music (per semester hour)	$65.00
Private Lesson (Continuing Education, per semester hour)	Varies
Transcript-after first copy	$4.00
Student Teaching Fee	$100.00
Appalachian Semester Fee	$200.00
Special Lab or Studio Course	$25.00
College Court Rental, per month (all utilities furnished)****	$230.00
Graduation Fees:	
Degree or Certificate	$20.00
Academic Regalia	$25.00
Absentia	$50.00
Renewal Fee	$5.00

*Vacation periods are not included in the above quotations. Food service and traditional college housing are closed during some vacations and other periods as noted in the undergraduate calendar. Student apartment-style housing is closed during summer vacation only. The College reserves the right to entertain delegates to conventions and other related groups in all College housing during summer vacation periods.

**All board charges are subject to change without notice, pending contract agreement with the food service provider.

***Late registration fee can be waived by the Registrar for sufficient reason if permission is requested in advance.

****Plus one month's rent rental deposit (payable through 3 equal payments)

Student Insurance

All full-time students who do not have health insurance coverage through parents and/or a private plan will be enrolled in a Student Health Insurance program provided by the College. Participation in the insurance plan is mandatory unless the student can provide proof that other insurance is in force. The premium will automatically be charged to the student's account. The insurance is designed to complement normal services provided through the Student Health Center. Students are required to return either a completed Student Health Insurance waiver form indicating proof of insurance, or payment to the College for the insurance plan. Information will be sent prior to the beginning of the fall term.

Payment Policy

Financial Clearance

Any student who owes a balance on his or her account after September 8th (fall) or January 18th (spring) may be subject to withdrawal procedures. Full payment of an account or satisfactory financial arrangements of an account for all charges are due on or before registration. Any student having an unpaid account will not be cleared for a transcript of credits or a diploma. Should collection efforts become necessary to collect an unpaid balance, the student will be responsible for all costs of collection including collection agency and attorney fees.

May and summer sessions must be paid in full at the date of registration — no payment plan is available for May or summer sessions.

Payment Plan

An affordable payment alternative is the Interest-Free Monthly Payment Plan, administered by Academic Management Services (AMS). The AMS plan allows you to pay tuition, room, and board on a monthly basis throughout the year with no interest charges. By enrolling in the AMS plan, you can keep borrowing to a minimum and spread education costs over a period of 10 months. With the AMS plan, you pay as you earn – one month at a time right out of your current income or savings. The AMS Interest-Free Monthly Payment Plan is not a loan program. There is no credit check, with the exception of a small fee to set up the plan. If the person who pays the AMS bill should die, the AMS payments – and the student's education – will be protected **(10 month payment plan only).**

A three-payment deferred Interest-free Monthly Payment Plan administered by AMS is also available.

The AMS Interest-Free Monthly Payment Plan is available to all students and families. For more information and an application, call AMS at (800) 635-0120. You can also visit AMS on the Web at http://www.amsweb.com.

Refund Policy

A student is considered to be enrolled until he or she completes drop/withdrawal procedures. Necessary forms must be obtained from the Office of the Registrar. All refunds will be based on the date these drop/withdrawal forms are completed and returned to the Office of the Registrar.A full refund may be obtained for a class only if a student has not attended beyond the first session and completes drop/withdrawal procedures with the Office of the Registrar

Tuition and room refunds are based on the period of time a student is enrolled in a course expressed as a percentage of the total length of the course schedule. Board charges will be refunded on a pro rata basis.

Pro-Rata Refund Calculation

First-time recipients of Title IV Assistance are defined as students who have not attended at least one class at Union College. A student who received a refund of 100% of his or her tuition and fees under the institution's refund policy for previous attendance at Union College would also be considered a first-time student.

Title IV assistance is defined as Federal Stafford Loans, Federal Supplemental Educational Opportunity Grants, Federal Pell Grants, Federal Perkins Loans, Federal PLUS Loans, and Federal Direct Student loan programs. Although Federal Work-Study is also a federal program, it is excluded from the refund calculation by law. First-time, Title IV recipients who withdraw before 60% of the semester has elapsed will have a Pro-rata refund calculation performed, and will receive the greater amount of a refund generated by the institutional refund calculation or the Federal Pro-rata refund calculation.

Federal Refund Calculation

This calculation applies to Title IV recipients that do not qualify as first-time Title IV recipients. This calculation stipulates that for students withdrawing one week before classes begin, there will be a 100% refund of tuition, fees, room and board. A 90% refund is given to students withdrawing within 10% of the enrollment period; a 50% refund would be given to students withdrawing between 10% and 25% of the enrollment period; and a 25% refund would be given to students withdrawing between 25% and 50% of the enrollment period. Again, the Business Office calculates the Institutional refund, and the calculation yielding the greater advantage to the student is used.

Institutional Refund Calculation for Regular Semesters

Tuition refunds are based on the date on the official withdrawal form when signed by the Registrar.

Withdrawal Period - % of Tuition Refund	
During the First 5% of a course schedule	100%
Between 5% and 10% of a course schedule	80%
Between 10% and 15% of a course schedule	60%
Between 15% and 20% of a course schedule	40%
Between 20% and 25% of a course schedule	20%
After 25% of a course schedule	-0-

Institutional Refunds for May Interim, Summer Sessions, or Degree Completion Sessions

Withdrawal Period - % of Tuition Refund	
During the First 5% of a course schedule	100%
Between 5% and 20% of a course schedule	50%
After 20% of a course schedule	-0-

Housing Deposit

Newly admitted undergraduate students who choose not to attend Union College may receive a refund of their housing deposit provided their request is made in writing to the Associate Dean of Students by August 1 for the fall semester and December 1 for the spring semester. Graduating students, and continuing undergraduate students who are approved for off-campus housing, will automatically receive a refund of their housing deposit provided all financial obligations are met with the College. Other students who have been house and choose not to meet that housing obligation or requirement forfeit their deposit.

Enrollment Deposit

This $100 deposit is non-refundable and must be submitted by May 1, 2001 for students entering for the Fall 2001 semester, and by December 10, 2001 for students entering for the Spring 2002 semester.

Financial Assistance

Student expenses

In planning to attend Union College, a student should expect the following typical expenses for an academic year: tuition and general fees $11,120; room and board $3,650; books and supplies $550. In addition, allowance should be added to these figures for personal expenses, medical insurance, transportation, and extra charges for special courses (such as laboratory fees, etc.). The Office of Student Financial Aid will consider the total costs for attendance, including the items listed above, when making a financial aid commitment.

Purpose of financial aid program

In addition to its own scholarship funds, Union College participates in all federal programs including the Pell Grant program. Residents of Kentucky are also eligible to receive state tuition grants and loans. Information on Union College scholarships will be found on the following pages.

Students applying for financial aid are considered for all programs for which they are eligible. The amount of financial aid awarded is generally a combination of grant, loan, and employment, and is based on the financial need of the student. Need is determined by subtracting the resources of the student and the contribution of his or her parents from the total student expenses. The parents' contribution is calculated on the basis of the amount of their income and assets as well as a consideration of taxes, medical expenses, and other liabilities of the family. All financial aid awards to students are determined by Union College's Office of Student Financial Aid.

Procedures for applying for financial aid

Students must apply for financial aid by submitting the Free Application for Federal Student Aid (FAFSA). Students applying by the March 15 priority deadline will have a greater opportunity. However, financial aid may still be available after this date. The FAFSA is used to apply for the Federal Pell Grant, the Kentucky Tuition Grant, the Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study, Federal Perkins Loan, Federal Stafford Loan, and any institutional funds. The FAFSA may be obtained from a high-school guidance office or the Office of Student Financial Aid.

A Financial Aid Notification along with information about any aid offered will be sent from Union College to each student who applies. Students are eligible to receive financial aid for a maximum of ten semesters.

The Office of Student Financial Aid reserves the right to reduce, increase, or otherwise adjust any financial aid for which it is responsible.

A student must reapply for financial aid each academic year. However, aid usually continues at the same level each year unless a student's resources or the expected contribution of his or her parents changes. All enrolled students receiving aid automatically receive information about applying for renewal awards. Other enrolled students should request applications by February 15.

Students who fail to maintain a satisfactory level of achievement may not receive the following types of financial aid: Federal Pell Grants, Federal Supplemental Education Opportunity Grants (FSEOG), KHEAA State Grants, Union College Scholarships and Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, other aid involving federal or state sources and funds associated with Union College. A student whose academic performance falls below acceptable guidelines of the College may be placed on academic probation. A student can keep financial aid during the first semester on probation; however, if he or she continues on academic probation for a second consecutive semester, or fails to complete 50% of the credit hours enrolled he or she will not retain financial aid. Students are eligible to receive financial aid for a maximum of ten semesters.

A student will receive written notification if financial aid is to be withdrawn. Students who have financial aid withdrawn may appeal to the Admission and Academic Standing Committee by submitting a letter stating why satisfactory progress was not maintained and any other reasons why aid should not be withdrawn.

Grants

(The following grants are dependent upon availability of funds)

Federal Pell Grant — A program providing direct grants from the federal government. The student receives an eligibility report (as a result of his or her FAFSA application), which can be submitted to Union College for payment.

Federal Supplemental Educational Opportunity Grant (FSEOG) — A program designed by the federal government to assist undergraduate students with exceptional financial need (with priority given to Pell Grant recipients).

Kentucky Tuition Grants, combined with the CAP Grant — Provide grants to students who are residents of the Commonwealth of Kentucky and who demonstrate a need through the analysis of the Financial Aid Form application.

Employment

Federal Work-Study Program — If a student still requires financial support to meet college costs after the federal and state grants are awarded, the student may be given the opportunity to earn an amount on an hourly basis in a campus department. This employment program is campus-based support from the federal government. Either undergraduate or graduate students can qualify if the Financial Aid Form results indicate a need.

Co-Op Program with TruSeal Technologies — Available to a qualified sophomore, junior, or senior majoring in chemistry.

Loans

Federal Perkins Loan — Federal loan funds are made available to students who have financial need and who maintain satisfactory progress towards graduation. Repayment at a 5% interest rate begins nine months after graduation or withdrawal from school.

Federal Stafford Loan — This loan program exists in Kentucky and other states as a way to borrow from private commercial lenders to finance college education on the undergraduate and graduate levels. Repayment at a variable interest rate not to exceed 8.25% interest begins six months after graduation or withdrawal from school. Eligibility depends upon at least half-time enrollment status, making satisfactory academic progress, and a reporting of family income by filing the FAFSA.

United Methodist Student Loan Fund — Students who are members of the United Methodist Church and maintain a "C" average may apply through Union College for a loan at 6% interest from the Board of Education of the United Methodist Church.

Charles M. and Mary D. Grant Loan Fund — Provided through the generosity of the Charles M. and Mary D. Grant Foundation of New York City, N.Y.

Hensley Emergency Loan Fund — Established by Mr. and Mrs. Burton F. Hensley of St. Cloud, Fla.

The Russell and Alice M. Hicks Student Loan Fund — The late Russell and Alice Hicks of New Albany, Ind., have established an endowed student loan fund at Union College through an estate gift.

Mattie Hyams Loan Fund — Established through the estate of Mattie Hyams. This endowed fund provides interest-free student loans for young men or women studying for the ministry.

The Rev. and Mrs. Erwin King Loan Fund — The Reverend and Mrs. Erwin King have established a loan fund at Union College.

The Charles Henry and Glennora Rominger Krieger Student Loan Fund — This loan fund was established by the late Glennora R. Krieger of Ft. Thomas, Ky.

Charles E. Schell Foundation Student Loan Fund — Established in 1993 by The Charles E. Schell Foundation. Recipients of these interest-free student loans are selected by Union College based on a prescribed criteria established by the Foundation.

The Bryan W. Whitfield - Kentucky Jellico Coal Company Memorial Fund — This endowed student loan fund was established by Bryan W. Whitfield, Jr., of Harlan, Ky., in memory of his father, Bryan W. Whitfield, founder of the Kentucky Jellico Coal Company.

Guy H. Williams Loan Fund — Dr. Guy H. Williams of Cleveland, Ohio, has established a loan fund in memory of his wife, Anna Williams.

The Beverly P. and Mossie B. Wilson Loan Fund — This loan fund has been established by Dr. and Mrs. O. J. Wilson of Louisville, Ky., in memory of Dr. Wilson's mother and father.

Other Loan Funds — Student loans are available from a number of funds not specifically designated for Union College students, but for which Union College students are eligible. Specific information may be obtained from the Office of Student Financial Aid.

Institutional Grants

United Methodist Church grants —Union College will provide a grant to first-time, full-time students who are members of a United Methodist Church. To receive the grant, the student must submit a letter from his/her pastor, stating that he/she is a member in good standing of the United Methodist Church. This letter must be submitted to the Admission Office by Friday, September 3, 1999 for students entering for the fall 1999 term.

Alumni grants — Dependent children of Union graduates that have received a baccalaureate degree will be eligible to receive a $500 grant each academic year. This grant is renewable based on a 2.0 grade point average, full-time student status, and can be received up to ten semesters of attendance. Students must meet all admission requirements as stated in the college catalog.

Over 50 Grant — Union College recognizes the drive and ambition of students who believe in the College's principles of life-long learning. In an effort to show this, Union College proudly honors our students who have reached the age of 50 by providing them with the Over 50 Grant.

This grant provides for up to half of the undergraduate tuition balance after all financial aid, third-party funding and tuition discounts have been applied. The student must reach his or her 50th birthday before the beginning of the term for which the grant would apply. If a student reaches 50 during a term, the grant would apply to the following term. Proof of age will be required before the grant can be approved.

The application for the Over 50 Grant must be completed and approved at least two weeks prior to the first day of class of the term for which the student wishes to enroll. A copy of the application must be presented to the Office of Business Affairs in order for the student to receive the grant.

Scholarships

Freshmen Scholarships for new, full-time freshmen are based academic achievement and the results of the ACT or SAT. Scholarships are awarded at the time the student is granted admission to the College.

Transfer Scholarships are available for new, full-time students who are transferring from a regionally accredited college or university. Individuals must have completed at least 12 semester hours at the transferring institution to be considered for a transfer scholarship, which is based on the student's grade point average.

All institutional grants and scholarships are based on the availability of funds with priority being given to those individuals who apply before May 1 of each year.

Alumni Scholarships — The National Alumni Association of Union College awards three annual scholarships of up to $1,000 each. Juniors and seniors may get applications from the Office of Alumni Relations in Speed Hall.

Annual Scholarships

The following scholarships are funded by yearly contributions. In years where no gift is made, the scholarship is not awarded.

Ashland, Inc. Foundation Scholarship — Provided as part of the Association of Independent Kentucky Colleges and Universities named scholars group.

The Bank of Harlan Scholarships — Funded by the Bank of Harlan, Harlan, Ky.

Barbourville United Methodist Church Music Scholarships — Supported by the First United Methodist Church of Barbourville, Ky.

The Bonner Scholars Program — Established by the Corella and Bertram F. Bonner Foundation to provide high quality services to its community through developing well-trained, committed volunteer leaders. The Bonner Scholars Program offers financial support to students from low-income backgrounds who want to attend college and provides them with an opportunity to engage in community service activities while in college.

The Doan-Woody Scholarship — Otis Doan, Jr. of Harlan, Ky., has established an annual scholarship. The scholarship is a memorial to Otis Doan, Sr., father of Otis Doan, Jr., and to Dr. Lester G. Woody, former Professor Emeritus of English at Union College.

Irene Hughes Scholarship — Provided by Miss Irene Hughes (A.B. '37, M.A. '63) of Barbourville, Ky.

Jephson Educational Trust Scholarship — The Board of Directors of this trust annual fund scholarships for worthy Union students based on financial need.

Christian A. Johnson Endeavor Foundation Scholarship — Over the years, funds from the Christian A. Johnson Endeavor Foundation have provided hundreds of scholarships for Union students. This foundation is based in New York City and was established by the late Mr. Johnson, who had interests in education, medical research, youth development, and free enterprise economics.

Junior Study Club Scholarship — Sponsored by the Junior Study Club of Barbourville, Ky.

Keeneland Association Scholarship — As a representative of Kentucky's signature industry, the Association funds an annual scholarship for students from Central Kentucky through support of the Association of Independent Colleges and Universities.

Kentucky Utilities Scholarship — Provided by Kentucky Utilities as part of the Association of Independent Kentucky Colleges and Universities named scholars program.

Lowes Community Scholarship — Established as a partnership between Lowes Home Improvement of Corbin and the College to provide funds for scholarships and employment opportunities for qualifying students.

The Magee Christian Education Foundation Scholarships — Provided by the Magee Christian Education Foundation.

Mellam Family Scholarship — Funded through the generosity of the Mellam Family Foundation of New York City.

National United Methodist Scholarships — Supported by the Board of Education of the United Methodist Church.

E.O. Robinson Mountain Fund Scholarship — Provided by the E.O. Robinson Mountain Fund of Lexington, Ky.

Sanders Honor Scholarships — The late Colonel Harland Sanders of Shelbyville, Ky., instituted these scholarships.

Special People in Need Scholarship — Provided by the Special People in Need Foundation of Chicago, Ill.

Toyota Motor Manufacturing, Inc. Scholarship — Provided as part of the Association of Independent Kentucky Colleges and Universities named scholars group.

TruSeal Technologies Scholarships — Funded by TruSeal Technologies of Barbourville, Ky., a division of B.F. Goodrich Company.

Union National Bank Scholarship — Provided by Union National Bank of Barbourville, Ky.

UPS Foundation Scholarship — United Parcel Service provides this scholarship as part of its annual support of the Association of Independent Kentucky Colleges and Universities.

Endowed Scholarships

American Legion, Deaton Smith Post 69 Scholarship — Established by the officers of the organization for scholarships for students from Knox County with first preference being given to dependents of veterans.

Dr. and Mrs. Edward S. Amis Endowed Scholarships — Established by Dr. and Mrs. Edward S. Amis of Fayetteville, Ark. Dr. Amis received Union's Distinguished Alumni Award in 1985.

Ashland First United Methodist Church Scholarship — Established by members of the First United Methodist Church of Ashland, Ky.

George L. Bagby Scholarship/Loan Fund — Provided through the generosity of the late George L. Bagby of Woodford County, Ky.

William H. and Louella M. Ball Endowed Scholarship — Established by their sons, William H. (a Union College trustee) and Robert C. Ball, and other family members and friends.

Barbourville Kiwanis Scholarship — The Kiwanis Club of Barbourville, Ky., has supplemented a fund originated by Mr. C.F. Heidrick and established this scholarship fund.

Bell County Scholarship — Established by a friend of Union College from Bell County, Ky.

Byron B. Berry Appalachian Scholarship — Endowment funded through a gift by Byron B. Berry, a 1935 alumnus.

Henry C. Black Memorial Scholarship — Given as a memorial to Union College graduate Henry C. Black.

John A. and Hannah P. Black Memorial Scholarships for Christian Workers — Endowed by the late Dr. and Mrs. Henry C. Black of Johnson City, Tenn.

Stanley Shaffer Black Memorial Scholarship — This endowed scholarship fund was established through a bequest by the late Annabel Scott Black of Johnson City, Tenn., in memory of her husband Stanley Black, a Union College alumnus.

James F. , Flora B. Blair and William E. Nau Scholarship — Originally established by Dr. and Mrs. James Blair of Barbourville and augmented by the family of friends of Mr. William E. Nau in memory of all of their many contributions to the College. Scholarships from this endowment are for students from southeastern Kentucky.

Thelma Morehead Blair and Robert A. Blair Endowed Scholarship — In memory of Mr. and Mrs. Robert A. Blair by their daughter, Jeanette Blair Ladenburger (a Union College trustee) and son-in-law, John L. Ladenburger.

R.L. Brown Family Endowed Scholarship — Established by Mr. R.L. Brown, Jr., a former Union College trustee from Corbin, Ky. Mr. and Mrs. R.L. Brown, Sr. were graduates of Union College.

Annette and Berry Burnaw Scholarship — Given by James Burnaw, an alumnus and current Union College trustee, in honor of his parents.

Dr. and Mrs. Carlo B. Cawood Memorial Scholarship — Endowed by the late Dr. and Mrs. Carlo B. Cawood of Harlan, Ky.

Mamie D. Chambers Endowment Fund — This scholarship fund was begun by the late Mamie D. Chambers of Maysville, Ky.

Buford T. and Eleanor O. Clark Endowed Scholarship — Established by their son, Thomas C. Clark, and family members in memory of the Clarks' dedication to the College and the Knox County community.

William Glenn Clark Endowed Scholarship — Established in 1993 through a gift from the estate of Dr. W. Glenn Clark, a 1936 Union graduate.

Class of 1964 Scholarship — Funded by members of the Union College Class of 1964.

Mary Clement Memorial Scholarship — Earl Clement, son of Mary Clement, established this fund in her honor. Mrs. Clement was a resident of New Jersey for over eighty years and had a great love for education. Another son, Robert, is a graduate of Union, a past member of the Board of Trustees, served as Dean of Students from 1968-75, and as Director of Alumni Relations from 1995 - 99.

Dr. Emerson G. and Edith Cobb Chemistry Endowment Fund — Established by Dr. and Mrs. Emerson G. Cobb of Burson, Cal. Dr. Cobb is a 1928 graduate and former Head of Union's Chemistry Program and later Chair of the Department of Chemistry at the University of the Pacific, Stockton, Cal. Mrs. Cobb, the former Edith K. Cheap, is a 1929 Union graduate.

The Robert H. Cole Memorial Scholarship — Mrs. Monica M. Cole established this in memory of her late husband Robert H. Cole, a native of Barbourville and former student at Union College. During his lifetime and since his death, the late Mr. Cole and Mrs. Cole have been major donors to the College, having given more than $75,000 for operation and building needs in memory of Mr. Cole's parents, Mr. and Mrs. L.M. Cole, long-term residents of Barbourville. Mr. Cole built a chain of 35 drugstores in Tennessee and neighboring states. He also established the Robert H. Cole Microvascular Surgery Laboratory at the University of Tennessee.

Reverend Howard and Kathryn Coop Scholarship — Established in honor of the Coops by friends in churches where they have served.

Corbin Camp Meeting Endowed Scholarship — Established by officers of the organization for worthy individuals from the tri-county area who are committed to service and ministry.

Davies Memorial Scholarship — Endowed by the family and friends of Miss Ellen Davies and the late Dr. T.R. Davies.

Dr. Robert M. Drew Endowment Fund — Established by the Commission of Missions of the Hyde Park Community United Methodist Church of Cincinnati, Ohio, in honor of the Reverend Dr. Robert E. Drew.

Dr. Franklin Duncombe Memorial Fund — Mrs. Helen Duncombe of Haverford, Pa., has established this fund in memory of her late husband.

Alfred I. DuPont Scholarship Fund — Given by the late Mrs. Alfred I. DuPont of Wilmington, Del.

Sam Coone Early Endowment Scholarship — Endowed by the family of Sam Coone Early, a student at Union College in the late 1920s.

E. Nettie Edinger Memorial Scholarship — The late Mr. Joseph Edinger established this scholarship in memory of his sister.

Dr. and Mrs. J. Edward Faulkner Memorial Scholarship — This $500 scholarship is awarded to a student who plans a life of service in the healing arts, with preference being given to a pre-dental student.

John D. Feather Scholarships — Funded by the late John D. Feather of Corbin, Ky. He was a 1940 graduate of Union College.

R.B. Fenley Scholarship — Endowed by Mr. R.B. Fenley of Louisville, Ky. He is a former trustee of Union College.

President E.T. Franklin Endowed Scholarship — Initiated by Mrs. Grace I. Franklin, widow of former Union College President E.T. Franklin, and other family members.

The Harry L. Frey Scholarship Fund — Harry L. Frey, formerly of Lexington, Ky., and a member of the First United Methodist Church of that city, has established an endowment for scholarships for Union College students.

The GAR Foundation Endowed Scholarships — Provided through the generosity of The GAR Foundation of Akron, Ohio.

Reverend Floyd E. George, Jr. Scholarship Fund — Established in memory of the late Reverend Floyd E. George, Jr. through the generous contributions of family and friends.

Glover Giles Memorial Fund — Established by gifts throughout the life of Mr. W. Glover Giles and by a bequest. Mr. Giles of Louisville, Ky., is a former trustee of Union College.

John O. and Harriet B. Gross Memorial Scholarship — Endowed by family and friends of Dr. and Mrs. Gross. Dr. Gross served as Union's president from 1929-38.

Hugh and Joyce Haggard Memorial Scholarship — A scholarship fund memorializing Dr. Hugh E. and Joyce A. Haggard, and their children, Walter M. and Stephanie L. Established by the parents and brother of Dr. Hugh E. Haggard.

Hauser and Sanslow Scholarship — This scholarship was established by Elizabeth Hauser Sanslow in memory of her parents, Gus A. and Mary H. Hauser, and her late husband, James H. Sanslow. Her father was a former Superintendent of Buildings and Grounds at Union College.

William Randolph Hearst Endowed Scholarship Fund — Established by a grant from the William Randolph Hearst Foundation of New York, N.Y.

Dewey and Rachel B. Hendrix Memorial Endowment — Dwight M. Hendrix, an alumnus of Union College, and his sister, Mrs. Mary Katherine Hendrix Brashear of Hyden, Leslie County, Ky., have established an endowment to memorialize their parents.

Walter S. and Ida Cole Hudson Scholarship Fund — The late Ida Cole Hudson of Barbourville, an alumna of Union College, endowed, through a bequest, a fund to provide scholarships in memory of her son, John Randall Hudson, a first lieutenant in the Air Force and a casualty of World War II.

The Professor Daniel M. Humfleet Scholarship Endowment— Mrs. Bernice Humfleet Aguilera of Natchitoches, La., has established a $25,000 endowment at Union College in memory of her father, Professor Daniel M. Humfleet, a former faculty member of the College. The scholarship will begin following the lifetime of Mrs. Aguilera.

Dr. W.A.E. Johnson Memorial Scholarship — Mrs. W.A.E. Johnson of Lawrenceburg, Ky., and friends have endowed a scholarship in memory of her late husband, a Union graduate and long-time friend of the College.

The Ollie Cole Jones Scholarship Endowment — Mrs. Ollie Cole Jones, a native of Barbourville and a 1913 Union College alumna, has established a scholarship endowment in memory of Mrs. Ida Cole Hudson's son, John Randall Hudson, a first lieutenant in the Air Force and a casualty of World War II.

Professor and Mrs. Millard L. Jordan Scholarship — Established by Professor and Mrs. Millard L. Jordan of Lakewood, Ohio.

Roger and Sudie Karrick Endowed Scholarship Fund — Established by Mrs. Sudie Karrick in memory of her husband, Roger, for worthy individuals from Bath County, Ky., and surrounding areas.

KenTenVa Boat Club Scholarship — Established through a gift from the KenTenVa Boat Club. Organized in 1959 the club had members from Kentucky, Tennessee, and Virginia, hence the name.

Kentucky River Coal Corporation Scholarship — Provided through the generosity of the Kentucky River Coal Corporation, Lexington, Ky.

The Kilgore Endowed Scholarship — "Sometimes all it takes for a person to get a good education is a little help on the first step." The endowment has been funded by Dr. Shirley Kilgore Weber, a native of Corbin, Ky., and professor at Rutgers University.

Jeffrey W. Kronk Memorial Scholarship — Established by Mr. and Mrs. Walter F. Kronk of Huntsville, Ohio, in memory of their son, Jeffrey, who was enrolled at Union College from 1963 through 1967.

Verna Noe Landrum Memorial Scholarship — Established by Mr. John W. Landrum of Harrodsburg, Ky., in memory of his mother, Mrs. Verna Noe Landrum.

W.B. Landrum Memorial Scholarship — Given in memory of W.B. Landrum by his son, John W. Landrum of Harrodsburg, Ky.

Jesse D. and Nancy C. Lay Scholarship Endowment — Established by the family and friends of Jesse D. and Nancy C. Lay as a tribute to the couple's lifelong commitment to education.

Dr. Jean Letch Education Scholarship Endowment Fund — Established by an anonymous donor in honor of Dr. Jean Letch, Professor Emeritus of Education at Union. A portion of the interest will be used to purchase a plaque to be presented at Honor's Day to the outstanding education student of the year. It will be called the Dr. Jean Letch Education Award.

Dorothy Lucas Memorial Fund — Established in memory of Miss Dorothy Lucas, Registrar of Union College for many years and beloved friend of students.

Allie M. Mays Endowed Scholarship Fund — Established by Harold G. Mays in memory of his mother for students from Knox County and the surrounding area.

The Robert and Tilitha Meade Memorial Scholarship Fund — This fund has been endowed by Mrs. Nancy Meade Ford of Naples, Fla. Mrs. Ford attended Union College and is a native of Letcher County, Ky. She was a public school teacher for many years.

John and Minnie B. McGaffee Trust Fund — Dr. and Mrs. O.J. Wilson of Louisville, Ky., have established the John and Minnie B. McGaffee Trust Fund.

Drs. Robert and Gertrude McGuire Endowed Scholarship — Funded by Drs. Robert and Gertrude McGuire, graduates of Union College. Dr. Gertrude McGuire is a Union College trustee.

Gayle Miles Scholarship — An endowed scholarship has been established by friends and former students of the late Gayle Miles. Miss Miles taught at both Barbourville Elementary and Union College.

Milliken-Presley Scholarship — Established by Carlton Presley of Atlanta, Ga., in honor of the late Rena Milliken.

Vertie Ruth Norsworthy Endowed Scholarship — This scholarship fund was established through a bequest by the late Vertie Ruth Norsworthy.

Mr. and Mrs. Hiram H. Owens Memorial Scholarship — The late Mrs. Sampson B. Knuckles (Jean) and the late Mrs. Buford T. Clark (Eleanor) endowed this scholarship in memory of their parents, Mr. and Mrs. Hiram H. Owens. Mr. Owens was a well-known lawyer and Mrs. Owens (Georgia Black) was the daughter of James D. Black, a governor of Kentucky and a president of Union College. Mrs. Knuckles was a former Union College trustee.

The Frances L. Patridge Scholarship — Friends have endowed a scholarship in honor of the late Dr. Frances Patridge, a friend and employee of the College longer than any other faculty member, with over 40 years of service. Her last title was Associate Professor Emeritus of Health and Physical Education.

Emory Evan Peter Memorial Endowment — The late Mrs. Laura P. Dickey of Louisville, Ky., established this endowment fund in memory of her brother, Emory Evan Peter.

Ivan Pettys Scholarship Fund — Friends and family of the late Dr. Robert V. Pettys, Professor Emeritus of Business, have established this scholarship fund in honor of Dr. Pettys' father.

Wilma P. Poynter Trust — Established through a bequest from the estate of the late Wilma Pigg Poynter, a life-long Laurel County, Ky., resident and teacher who devoted her life to educational and musical pursuits. This trust will fund scholarships for deserving Laurel County students planning to attend Union College.

Donald Rankin Memorial Scholarship — Friends of Donald Rankin, a Union College student killed in Vietnam, have provided this scholarship.

Milton M. Ratner Foundation Scholarship and/or Student Loan Endowment — Provided through the generosity of the Milton M. Ratner Foundation, Southfield, Mich.

The Dr. H. Warren Robbins Scholarship — Mrs. Ruth Ann Payne Hicks, a 1972 Union graduate, former member of the Union College Board of Trustees, and Vice President of the Dual Machine and Tool Corporation of Indianapolis, Ind., has established this scholarship. Dr. Robbins served Union College for 35 years and was Dean of Graduate Academic Affairs for 15 years. He is presently Professor Emeritus of Education.

The Marvin Robbins Endowed Memorial Scholarship — An endowed scholarship established in memory of Mr. Marvin Robbins, a graduate of Union College.

Sue P. Rosenbalm Scholarship — Established by Mrs. Sue P. Rosenbalm of Ewing, Va., a 1949 Union College graduate.

Dr. and Mrs. Phillip A. Sharp Endowed Scholarship — Established through the generosity of Dr. and Mrs. Phillip A. Sharp of Newton, Mass.; both are Union graduates. Dr. Sharp, who is Head of the Department of Biology at Massachusetts Institute of Technology in Cambridge, Mass., was the co-recipient of the Nobel Prize in Medicine in 1993.

Sims Scholarship Fund — Established by Reverend and Mrs. Harry C. Sims of West View, Ky.

Catherine Faulkner Singer Memorial Scholarship — Initiated in honor of Catherine Faulkner Singer by her daughter, Marcia, her son, Donald, friends and alumni. Mrs. Singer was Director of Alumni Affairs from 1961 to 1978.

Cawood Smith Harlan County Scholarship — Provided through the generosity of Dr. Cawood Smith, an attorney formerly of Harlan County, Ky.

Dr. and Mrs. Charles B. Stacy Memorial Scholarship Fund — Established in memory of Dr. and Mrs. Charles B. Stacy of Pineville, Ky. Dr. Stacy was a long-time friend of Union College.

Margaret Carter Stacy Scholarship Fund — Endowed by Margaret Carter (Mrs. Cortis K.) Stacy of West Liberty, Ky. Mrs. Stacy is a strong United Methodist and has a deep interest in higher education.

Charles R. Steele Memorial Scholarship Fund — Martha Brittain Steele has established this scholarship as a memorial to her late husband, Charles R. Steele, a 1933 graduate of Union College.

Steele-Reese Foundation Endowed Scholarships — Provided through the generosity of the Steele-Reese Foundation of New York City.

Stevens Family Scholarship Fund — Established by Dr. and Mrs. Erland P. Stevens of Ashland, Ky. Dr. Stevens is Chairman Emeritus of the Union College Board of Trustees.

Fred R. Stevens Scholarship Endowment — Funds from the family of Fred R. Stevens, a former Union trustee, were used to establish this scholarship.

William S. Stewart and Lou Lyttle Stewart Endowed Scholarship Fund —Established in 1993 by William S. and Lou Lyttle Stewart of Pineville, Ky.

Lewis Ogden Stiles Endowment Fund —The late Mrs. Lewis Ogden Stiles of Waco, Texas, established this fund to memorialize her late husband, Lewis Ogden Stiles, and his first wife Pearl Long Stiles, both faithful United Methodists of Irvington, Ky.

Walter B. and Geraldine G. Sutton Memorial Scholarship Endowment — Provided by the daughters of Mr. and Mrs. Sutton: Carla Sutton Combs and Lynn Sutton Prichard.

Lytle and Dorothy Swope Scholarship — Dr. Samuel G. Swope of Louisville, Ky., a trustee of Union College, and F. William Swope of Elizabethtown, Ky., have established a scholarship endowment as a memorial to their parents.

Hulbert Taft, Jr., Memorial Scholarship — Mrs. Thomas C. Haydock, Sr., of Cincinnati, Ohio, has provided a scholarship endowment as a memorial to her late husband, Hulbert Taft, Jr.

The Dot Tatman Endowed Scholarships — Established by the Reverend Dr. Harold W. Tatman, Jr., a Union College trustee, in honor of his wife, Dot.

Teagle Foundation Appalachian Scholarships — Given by the Teagle Foundation of New York City. The foundation was established by Walter Clark Teagle, Rowena Lee Teagle, and Walter C. Teagle, Jr.

Edward Townsend Memorial Scholarship — The late Dr. Milton H. Townsend, former Vice President of Union College and Assistant to the President for External Affairs, endowed this scholarship in memory of his father.

The Milton H. Townsend Memorial Scholarship — This scholarship was established by Mrs. Betty Townsend, the family and friends of Dr. Milton H. Townsend. At the time of his death, Dr. Townsend had served Union College for 42 years in various capacities, the latest being that of Vice President for the College and Assistant to the President for External Affairs.

Allan Tuggle Scholarships — These scholarships were funded by Allan Tuggle, M.D., of Charlotte, N. C., an alumnus of Union College.

Harry C. and Hazel B. Viall Memorial Scholarship — This scholarship is provided by the generosity of Mrs. Viall and other friends and family members in memory of the Viall's prominent role in the Barbourville community. The annual scholarship goes to a needy, qualified student with preference given to an individual from Knox County.

Mr. and Mrs. O. H. Viall Memorial Scholarships — The family of Mr. and Mrs. O. H. Viall of Barbourville, Ky., has established a memorial scholarship fund at Union.

Robert E. and Ann Viall Endowed Scholarship — Established by Mr. and Mrs. Robert E. Viall of Barbourville, Ky. The late Mr. Viall was a Trustee Emeritus of Union College.

Rue and Genevieve Wesley Scholarship Fund — Established in memory of Rue and Genevieve Wesley in honor of their support of Union College and Corbin High School.

The Nevil and Ethel White Memorial Endowed Music Scholarship — This scholarship was given by family and friends of Dr. and Mrs. White. Mrs. White was a former member of the music faculty at Union College. Dr. White, her late husband, was a graduate of Union College and served as secretary of the Union College Board of Trustees for many years.

William M. Wilson Memorial Scholarship — The late Mrs. Eva Oldfield Wilson of Barbourville, Ky., established a scholarship fund in memory of her late husband.

Dr. C.R. Wimmer Endowed Chemistry Scholarship Fund — Established by Mrs. C.R. Wimmer and friends. Dr. Wimmer was Professor of Chemistry, Head of the Chemistry Department, and Director of the Department of Physical Sciences from 1932 to 1946. He was also Academic Dean at Union from 1934 to 1946.

Dr. Henry M. Zimmerman Scholarship — Provided by the late Dr. Henry M. Zimmerman of Pompano Beach, Fla.

Other Endowments

Russell M. Bennett Memorial Professor of Sociology Chair — Endowed in 1946 by Mrs. Helen Hunt Bennett.

The Cumberland Gap Genealogical Collection — This collection has been endowed by Dr. Robert M. Blake of Maysville, Ky., in memory of his late wife, Mrs. Noma Osborne Blake, who was a Barbourville native and a proponent of preserving the heritage of the mountain families of the tri-state area of Eastern Kentucky, Eastern Tennessee, and Southwestern Virginia. The collection is under the supervision of the Union College library staff and volunteers from the region.

Andrew and Emma Elizabeth Edinger Memorial Fund — This fund was established by the late Mr. Joseph Edinger in memory of his mother and father. The fund has been increased by other members of the family and the income designated for use in the maintenance of campus buildings.

James P. Faulkner Memorial Endowment — James P. Faulkner of Barbourville, Union College President from 1897 to 1905, gave property to the College, which was later sold. The income from this investment is used for salary support for a faculty member in philosophy.

The Raymond W. Gibson, Sr., Chapel Endowment — Mr. Raymond W. "Deacon" Gibson, Sr., of Danville, Ky., established an endowment at Union College in 1979 for the upkeep and maintenance of the Conway Boatman Chapel. His son, Raymond W. Gibson, Jr., served as Campus Minister at Union College from 1974 to 1979 and is currently a Union College trustee. The late Mr. Gibson, a prominent layman in the Kentucky Conference of the United Methodist Church, was a long-time friend of Union College.

Dr. Frank A. and Mrs. Eleanor Gilbert Biology Faculty Endowment — The late Dr. and Mrs. Frank A. Gilbert established a biology department endowment to augment the salaries of the biology faculty. The annual supplement will be in addition to regular salaries. Dr. Gilbert was Professor Emeritus of Biology at Union College.

The Charles M. and Mary D. Grant Faculty Endowment — The Charles M. and Mary D. Grant Foundation of New York City has provided an endowment for faculty development at Union College. The yield from this fund will support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1989.

The Margaret Voorhies Haggin Trust of New York City has contributed to the Union College Endowment Fund. The yield from this fund will support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1989. The trust contribution is in memory of the late James B. Haggin of Lexington, Ky.

Anna E. and John William Harris Memorial Fund — The late Dr. J. William Harris established a lectureship fund in memory of his sister, Anna E. Harris, and his father, John William Harris.

The William Randolph Hearst Foundation of New York City has established an endowment for faculty development at Union College. The yield from this fund will be used to support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1987.

The Ray C. Hensley Business Simulation Center Endowment — This has been established by Cavalier Construction, Inc., of Springfield, Ohio, as a memorial to Ray C. Hensley, the father of Pamela K. Hensley Shay, an alumna and faculty member at Union College. This was established in 1990.

The Kenneth G. Herrick Faculty Endowment — Kenneth G. Herrick of Tecumseh, Mich., has established a Faculty Development Endowment at Union College. The yield from this fund will support increased faculty salaries and professional advancement for the faculty. This endowment was established in 1986.

Charles and Leona Jennings Memorial Funds — Dr. Charles M. Jennings of Marietta, Ga., has established an endowment fund in memory of his parents, Charles and Leona Jennings, the income from which is to be used to provide an annual bonus to the head of the department of biology at Union College.

The Christian A. Johnson Endeavor Foundation Endowment for Faculty Development — The Christian A. Johnson Endeavor Foundation of New York City has established an endowment to

support Union College's faculty enrichment program. The yield from the endowment will support professional growth opportunities for faculty members and increased faculty salaries. The endowment was established in 1992.

William Jones Endowment Fund — The late Mr. William Jones of Barbourville, Ky., established a fund, the income from which is designated for use by the music department to purchase recordings and musical scores.

Jeffrey Kronk Memorial Endowment — This endowment, established by the Senior Class of 1967, in memory of Jeffrey Kronk, a member of that class, will assist in purchasing books for Union College's Lincoln-Civil War Collection.

Francis Landrum Memorial Professor of Religion and Philosophy — The late Mrs. Obed J. Wilson established the Francis Landrum Memorial Professorship through a bequest in 1927.

Melanie Jean Martin Trust Fund — Dr. and Mrs. O. J. Wilson, of Bowling Green, Ky., have established a memorial fund in memory of their granddaughter. The income from this fund is used to purchase library books to support the work of the English department.

Pearl Sinnett Meyer Memorial Fund — The Rev. Dr. Jesse I. Meyer has established an endowment fund in memory of his wife, Mrs. Pearl Sinnett Meyer. The income of this fund is designed for the purchase of books for the Union College library.

The Mahlon A. and Laura J. Miller Lectures — President Emeritus and Mrs. Mahlon A. Miller have established a lectureship endowment to bring to the campus from time to time distinguished persons to lecture on the general theme, Science and/or Technology, and Christian Doctrine and/or Values.

Birg Sergent Endowment Fund — This fund was established through an insurance policy given to Union College by Mr. Birg Sergent. The proceeds of the policy at maturity will be used to fund an endowed chair in history. Mr. Sergent is from Pennington Gap, Va., a 1957 graduate of Union, and is a member of the college's Board of Trustees.

The Teagle Foundation Faculty Development Endowment Fund — The Teagle Foundation of New York City has established an endowment to support Union College's faculty enrichment program. The yield from this fund will be used to support faculty salary increases and professional development opportunities for faculty members. The foundation was established by Walter Clarke Teagle, Rowena Lee Teagle and Walter C. Teagle, Jr.

Allan Tuggle Endowment Fund — Allan Tuggle, M.D., of Charlotte, N. C., an alumnus of Union College, has established a fund, which may be augmented from time to time, the income from which is designated for scholarships, awards, and instructional support in mathematics and physics.

Willson-Gross Lectures — The late Dr. and Mrs. James Willson of Floydada, Texas, established a lectureship endowment in memory of Dr. and Mrs. John Owen Gross. The purpose of the lectures is to bring annually to the campus distinguished speakers to discuss vital issues confronting the Christian student.

Colutha J. Taylor Wright Memorial Fund — The late Mr. J. S. Wright of Whitley City, Ky., established an endowment fund in memory of his wife, Mrs. Colutha J. Taylor Wright.

2001-2002 Academic Calendar

Fall 2001

August 24, Friday
Registration/Confirmation for new students, student athletes, and local students – Hours TBA
Residence halls open at 10:00 a.m. for new students only; First meal for new students is evening dinner;

August 25, Saturday
Welcome Weekend for new students continues

August 26, Sunday
Welcome Weekend for new students continues; Residence halls open at 10:00 a.m. for returning students

August 27, Monday
Registration/Confirmation for NEW & RETURNING Undergraduate Students – 1:00 p.m. – 4:00 p.m.
Fall Orientation, Advising, and Registration – 8:00 a.m. for new undergraduate students not previously registered

August 28, Tuesday
FALL CLASSES BEGIN
Continued undergraduate registration confirmation – 1:00 p.m. – 4:00 p.m.

August 29, Wednesday
Continued undergraduate registration confirmation – 1:00 p.m. – 4:00 p.m.

August 31, Friday
Last day to register for classes

September 3, Monday
Labor Day – NO Classes

September 3 – 7
Constitutes the first week for refund purposes

September 6, Thursday
Opening Fall Convocation (required attendance by all FT students; Faculty march in Academic Regalia) 9:30 a.m.. Conway Boatman Chapel

September 7, Friday
Last day for schedule changes

October 4 – 5
Fall Board of Trustees Meeting

October 15, Monday
Last day to apply for May 2001 graduation

October 19 – 21
Homecoming Weekend
October 24 – 25
Mid-semester exams (Classes meet on regular schedule)
October 26 – 27
Undergraduate mid-semester grades due by 4:00 p.m. on Friday; Mid-semester weekend – NO Classes Fri. & Saturday
October 31, Wednesday
Undergraduate mid-term grades available in advisers' offices
October 29, Monday
Classes resume
November 7, Wednesday
Last day to elect credit/fail option; Last day to withdraw from a course with a grade of "W"; Last day to withdraw from the College
November 21, Wednesday
Residence halls close at 9:00 a.m.
November 21 – 24
Thanksgiving vacation – NO CLASSES Wednesday, Thursday, Friday, & Saturday. Last meal is evening dinner
November 25, Sunday
Residence halls reopen at 12:00 noon; first meal is evening dinner
November 26, Monday
Classes resume
December 4, Tuesday
Last day of Fall Semester day classes; Last to pre-register for Spring 2002
December 5, Wednesday
Reading Day – NO DAY CLASSES; Last day of Fall Semester night classes
December 6 – 11
Final exams
December 12, Wednesday
Final grades for Fall Semester due by 12:00 noon; Residence halls close at 9:00 a.m.

Spring 2002

January 4, Friday
Residual ACT Test – Begins Promptly at 8:00 a.m. – Centennial Hall Room 110 - $25.00 Fee
January 6, Sunday
Residence Halls open at 12 noon; first meal is evening dinner
January 7, Monday
Registration/Confirmation for NEW & RETURNING Undergraduate Students – 1:00 p.m. – 4:00 p.m.
Advising and registration for returning undergraduate students not previously registered
Orientation, advising, and registration for new undergraduate students – 8:00 a.m.
January 8, Tuesday
Classes begin
Undergraduate registration/confirmation
January 9, Wednesday
Continued Undergraduate registration/confirmation
January 11, Friday
Last day to register for classes
January 14, Monday
Martin Luther King Day – NO DAY CLASSES; Night classes meet on regular schedule
January 14 – 18
Constitutes the first week for refund purposes
January 17, Thursday
Last day for schedule changes; Last day to register for Spring semester

January 24 – 25
Winter Board Meeting
February (TBA)
Annual Phonathon
February 27 – 28
Mid –semester exams (Classes meet on regular schedule)
March 1, Friday
Mid-semester weekend – no classes Friday; Undergraduate grades due at 4:00 p.m.; Residence halls stay open
March 2, Saturday
Graduate classes meet
March 6, Wednesday
Undergraduate mid-term grades available in advisers' offices
March 8, Friday
Undergraduate Spring Break begins at 4:00 p.m.; Last meal served is evening dinner
March 9, Saturday
Residence hall close at 9:00 a.m.; Saturday classes meet on regular schedule; Spring Break begins at 12:00 noon for Graduate Students
March 17, Sunday
Residence halls open at 12:00 noon; First meal served is evening dinner
March 18, Monday
Classes resume
March 20, Wednesday
Assessment Day – NO DAY CLASSES; Night classes meet on regular schedule
March 29 – 30
Easter Vacation – NO CLASSES FRIDAY AND SATURDAY
April 1, Monday
Last day to elect credit/fail option; Last day to withdraw with a grade of "W"; Last day to withdraw from the College
April 18, Thursday
Honors Convocation (CBC) 9:30 a.m. – Faculty march in Academic Regalia
April 23, Tuesday
Last day to pre-register for May, Summer, and/or Fall Sessions
April 24, Wednesday
Reading Day – NO DAY CLASSES; Night classes meet on regular schedule
April 25 - 26
Spring Board Meeting
April 30, Tuesday
Last meal served for Spring Semester is evening dinner
May 1, Wednesday
Grades due for Spring Semester by 12:00 noon; Residence halls close at 12:00 noon for non-graduates
May 5, Sunday
Baccalaureate Service 9:00 a.m.; Commencement Services 11:00 a.m.

May Interim 2002

May 5, Sunday
Residence halls open at 10:00 a.m. for May term students; Dining hall open Mondays – Fridays
May 6, Monday
Registration for May Interim; Classes begin on regular schedule
May 7, Tuesday
Last day to register for May Interim; Last day for schedule changes

May 10, Friday
Last day to elect credit/fail option; Last day to withdraw with a grade of "W"
May 18, Saturday
New student orientation and registration for Fall Semester
May 24, Friday
Final exams; Students not registered for Summer 1 classes must be out of dorms by 4:00 p.m.; Last meal – lunch
May 28, Tuesday
Final grades due by 12:00 noon

Summer 2002 First Session

May 26, Sunday
Residence halls open at 10:00 a.m. for summer students; Dining hall open Mondays – Thursdays
May 27, Monday
MEMORIAL DAY OBSERVED – NO ADVISING, NO REGISTRATION, NO CLASSES
May 28, Tuesday
Advising and registration; Students may register for both summer sessions; Classes begin on regular schedule
May 29, Wednesday
Last day for schedule changes; Last day for graduate and undergraduate registration for Summer 1
June 12, Wednesday
Last day to elect credit/fail option; Last to withdraw with a grade of "W"
June 22, Saturday
New student orientation and registration for Fall Semester
June 27, Thursday
Final exams; Students not registered for Summer 2 classes must be out of dorms by 4:00 p.m.; Last meal – lunch
June 28, Friday
Final grades due by 12:00 noon

Summer 2002 Second Session

June 30, Sunday
Residence halls open at 10:00 a.m.; Dining hall open Mondays – Thursdays
July 1, Monday
Advising and registration; Classes begin on regular schedule
July 2, Tuesday
Last day for schedule changes; Last day for graduate and undergraduate registration for Summer 2
July 4, Thursday
No Classes; Offices Closed
July 5, Friday
Offices open
July 18, Thursday
Last day to elect credit/fail option; Last day to withdraw with a grade of "W"
July 19, Friday
New student orientation and advance registration for Fall Semester
August 1, Thursday
Final exams; Residence halls close at 4:00 p.m.; Last meal – lunch
August 2, Friday
Final grades due by 12:00 noon

The Faculty

***Kenneth N. Alford**, Associate Professor of Mathematics (1984)*
B.S., Texas A & M University; M.S., New Mexico Highlands University

***Paula J. Allen**, Associate Professor of Business Administration (1975)*
B.S., Cumberland College; M.A., Union College

***William E. Bernhardt**, Dean of Graduate Academic Affairs; Professor of Education (1987)*
B.A., M.A., Glassboro State College; D.Ed., The Pennsylvania State University

***Cheryl A. Brown**, Instructor of Accounting (1983)*
B.S., Union College; M.B.A., University of Kentucky; C.M.A.

***Joni L. Caldwell**, Professor of Psychology; Coordinator of the Counseling Program (1990)*
B.A., Constantin College of Liberal Arts; M.A., Ph.D., Braniff Graduate School, University of Dallas

***Robert E. Chandler, Jr.**, Professor of Biology (1989)*
A.B., Ripon College; Ph.D., Johns Hopkins University

***Margaret D. Combs**, Associate Professor of Accounting (1995)*
B.S., M.A., Eastern Kentucky University; Master of Accountancy, University of Kentucky; C.P.A.

***Tara L. Cooper**, Associate Professor of Library Science; Chair, Department of Library and Learning Resources (1987)*
B.S., M.S., Eastern Kentucky University; M.S.L.S., University of Kentucky

***Daniel J. Covington**, Professor of Biology; Chair, Department of Natural Sciences; Alternate Faculty Trustee 2000-2003 (1989)*
B.S., M.S., Tulane University; Ph.D., Texas A & M University

***L. James Cox**, Associate Professor of Sociology; Chair, Department of Social and Behavioral Sciences (1974)*
B.A., Cumberland College; M.S.S.W., Kent School of Social Work, University of Louisville

***Debora L. D'Anna**, Assistant Professor of Health and Physical Education; Chair, Department of Health and Physical Education (1992)*
B.A., Berea College; M.A., Eastern Kentucky University

***Jeffrey Darrow**, Assistant Professor of Mathematics (1998)*
B.S., Bloomsburg University; M.S., Shippensburg University; D.A., Idaho State University

***Stephen C. Everly**, Associate Professor of Chemistry (1995)*
B.S., United States Naval Academy; Ph.D., University of Idaho

***James R. Garrett, Jr.**, Professor of English; Director of Assessment (1989)*
B.S., University of Alabama; B.S., M.A., University of Montevallo; Ph.D., Auburn University

John A. Gould, Assistant Professor of Business (1999)
B.S., Louisiana State University; M.A., California State University; Ph.D. ,George Mason University

***Peggy Gray**, Associate Professor of Special Education (1998)*
B.S., M.S., Indiana State University; Ed.D., Indiana University

***James A. Harding**, Assistant Professor of Recreation Management (2001)*
B.A., University of Evansville; M.S., University of Maine

***William F. Henshaw**, Associate Professor of Physics (1993)*
B.S., West Virginia Institute of Technology; M.S., Purdue University; Ph.D., University of Virginia

***Ella Kay Hensley**, Professor of Economics (1984)*
B.A., M.A., M.A.M.R.D., Ph.D., University of Florida

***Larry Inkster**, Professor of Health and Physical Education (1973)*
B.S., M.A., Union College; M.S., Eastern Kentucky University; Ed.D., University of Kentucky

***Charles Jones**, Assistant Professor of Instructional Technology (1998)*
B.S., M.S., University of Akron; Ph.D., Kent State University

***Freida Kalb**, Associate Professor of Graduate Education (1995)*
B.A., M.A., George Peabody College for Teachers; Ph.D., University of Tennessee

***Mary Alice Lay**, Associate Professor of Education (1961)*
B.S., M.A., University of Kentucky

***Van Michael Leslie**, Professor of History (1991)*
B.A., Pikeville College; M.A., Ph.D., University of Kentucky

***Christine A. Marley**, Associate Professor of Speech Communication (1994)*
B.S., M.A., Ball State University; Ph.D., University of Oklahoma

***Thomas J. McFarland**, Professor of Music; Chair, Department of Music and Fine Arts (1985)*
B.M., Union College; M.M., University of Akron; Ph.D., Kent State University

***Andy Messer**, Director of Outdoor Programs (1998)*
B.S., Union College; M.A., University of Louisville

***Kathleen S. Miles**, Assistant Professor of Library Science (1990)*
B.A., Millsaps College; M.S.L.S., Florida State University

***Vernon G. Miles**, Vice President for Academic Affairs; Professor of English (1988)*
B.A., Belhaven College; M.A., Ph.D., University of Arkansas

***Donald R. Mussleman**, Associate Professor of Graduate Education (2000)*
A.A., Monterey Peninsula College; B.S., East Tennessee State University; M.Ed., Ed.D, Virginia Tech.

***Carolyn Payne**, Instructor of Accounting (2000)*
B.S., Union College

***Rebecca A. Pettys**, Professor of Drama and Speech (1984)*
B.A., Berea College; M.A., Northwestern University; Ph.D., Indiana University

***Dennis R. Rader**, Associate Professor of Education (1999)*
B.A., Oberlin College; Ed.D., University of Massachusetts

***James C. Raymondo**, Professor of Sociology (1988)*
B.A., M.A., Ph.D., University of Tennessee

***C. Ronald Rosenstiel**, Professor of Sociology (1984)*
B.A., M.S., M.A., Ph.D., University of Kentucky

***Pamela Shay**, AssociateProfessor of Business, Chair, Department of Business (1997)*
B.A., Union College; M.B.A., Eastern Kentucky University

***Randall C. Sheets**, Professor of Music (1985)*
B.M., Birmingham-Southern College; M.M., D.M.A., University of Illinois

***Vera Lynn Sheets**, Associate Professor of Education; Faculty Trustee 2000-2003 (1985)*
B.A., Converse College; M.A., University of Illinois

***Russell B. Sisson**, Associate Professor of Religion and Philosophy; Chair, Department of History, Religion, Philosophy and Ancient Languages; Head Men's Golf Coach (1997)*
B.A., Rhodes College; M.Div., Yale University; Ph.D., Emory University

***Jimmy Dean Smith**, Associate Professor Of English, (2000)*
B.A., University of South Carolina at Spartanburg; M.A., Hollins College; Ph.D., University of South Carolina

***Carrie C. Stephenson**, Associate Professor of Library Science (1987)*
B.A., M.A., Brigham Young University; M.S.L.S., University of Kentucky

***Robert W. Swanson**, Professor of Graduate Education (1980)*
B.S., Purdue University; M.S., Indiana University Northwest; Ed.D., Indiana University

***John C. Taylor**, Professor of History (1980)*
B.A., Juniata College; J.D., Duke University; M.A., Ph.D., Pennsylvania State University

***Noriko Tsuchiya**, Assistant Professor of Music (2000)*
B.M. Peabody Conservatory of the Johns Hopkins University

***Steven Turner**, Associate Professor of Education; Chair, Department of Education (1998)*
B.S., M.S., Ed.D., Oklahoma University

***Andelys Wood**, Professor of English; Chair, Department of English, Communication and Modern Languages (1977)*
A.B., Middlebury College; Ph.D., Indiana University

Faculty Emeriti

***Erwin S. Bradley**, Professor Emeritus of History and Political Science*
B.S., Juniata College; M.A., University of Michigan; Ph.D., Pennsylvania State University

***Dianne R. Ferris**, Professor Emeritus of English*
B.A., University of Minnesota; M.A., Ph.D., University of Washington

***Allan E. Green**, Associate Professor Emeritus of Music*
A.A.M., Grand Rapids Junior College; B.M.E., Western Michigan University; M.M., Indiana University; D.H.L., Union College

***Arthur H. Hafner**, Professor Emeritus of Education*
A.A., Green Mountain College; Ph.B., Muhlenberg College; M.A., Lehigh University; Ed.D., Teachers College, Columbia University

***W. Gordon Marigold**, Professor Emeritus of Languages*
B.A., University of Toronto; M.A., Ohio State University; Ph.D., University of Toronto

***Deril K. Mays**, Professor Emeritus of Psychology*
B.S., Union College; M.A., University of Kentucky; Ed.D., University of Tennessee

***Paul S. Moore**, Professor Emeritus of Health and Physical Education*
B.A., Union College; M.S., University of Tennessee; Ed.D., University of Alabama

***Marshall E. Rasnake**, Professor of Graduate Education (1990)*
B.S., University of Tennessee; M.A., Teachers College, Columbia University; Ed.S., University of Tennessee; Ed.D., Memphis State University

***H. Warren Robbins**, Professor Emeritus of Education*
B.S., Eastern Kentucky State College; M.A., George Peabody College; Ed.D., University of Tennessee

***Virginia B. Saddler**, Associate Professor Emeritus of Library Science*
B.A., Cornell College; B.S., M.S., University of Illinois

Administration and Staff

Executive Leadership Team

***David C. Joyce**, President of the College (1996)*
B.A. Pfeiffer College; M.Div., Yale University; M.S., North Carolina State University; Ed.D., Vanderbilt University

***Jodie K. Barnes**, Vice President for Advancement (1997)*
B.A., The Ohio State University

***Lisa Jordan-Payne**, Vice President for Student Life, Director of Bonner Scholars Program (1991)*
B.A., M.A., Union College

***Vernon G. Miles**, Vice President for Academic Affairs, Dean of the Faculty (1988)*

***David Nelson**, Athletic Director (2000)*
B.A., Covenant College; M.A., San Diego State University

***Joretta Nelson**, Vice President for Enrollment Management (2000)*
B.A., University of California Los Angeles; M.M., California State University

***Roy Paraboo**, Vice President for Business Services (2001)*
B.S., University of West Indies; M.B.A., Franklin University

***Janet Tarry**, Associate Academic Dean (1979)*
B.A., University of Louisville; M.A., Murray State University

Office of the President

***David Joyce**, President (1996)*

***Edward de Rosset**, Assistant to the President (1985)*
B.A., Berea College; M.A., Eastern Kentucky University

***Margaret Senters**, Administrative Assistant (1981)*

Office of Academic Affairs

***Vernon G. Miles**, Vice President for Academic Affairs and Dean of the Faculty (1988)*

Graduate Academic Affairs

***William Bernhardt**, Dean of Graduate Academic Affairs (1987)*

***Theda Johnson**, Secretary (1998)*

Registrar

***Kathy Webb**, Registrar (1998)*
B.A., Eastern Kentucky University

***Karen Inkster**, Assistant Registrar (1976)*
B.S., M.A., Union College

***Daphine Keith**, Secretary (1981)*
B.S., Union College

Special Programs

***Delisa Estes**, Coordinator (1998)*
B.S., M.A., Union College

***Frances Ball**, Director of Career Planning & Placement, Special Programs Counselor (2000)*
B.A., M.A., University of Kentucky
***Deanna Dozier**, Interim Assistant Coordinator of Upward Bound (2001)*
B.S., Eastern Kentucky University
***Jill Robbins**, Project Tutor Counselor, Upward Bound (2000)*
B.B.A., Lincoln Memorial University
***Sharee Smith**, Assistant Coordinator of Student Support Services (2000)*
B.S., University of South Carolina
***Ingrid Washington**, Education Specialist (1999)*
B.S., Union College
***Elizabeth Harris**, Secretary (1969)*

Office of Admission and Financial Aid

***Joretta Nelson**, Vice President for Enrollment and Recruitment (2000)*
***Andre Washington**, Director of Admission and Enrollment Research (1999)*
B.A., Union College

Admission

***Shelby Burkhart**, Admission Counselor (2000)*
B.S., Union College
***Trent Pool**, Admission Counselor/Mountain Bike Coach (1999)*
B.A., Union College
***Debbie Ross**, Admission Support Staff (2000)*
***Connie Swanson**, Admission Support Staff (1980)*
***Laurann Miles**, Coordinator of Student Recruitment (1999)*

Financial Aid

***Sue Buttery**, Director (1989)*
B.S., Union College
***Londa Sowders**, Financial Aid Counselor (1996)*
***Betty Gray**, Financial Aid Counselor (1994)*

Office for Advancement

***Jodie Barnes**, Vice President for Advancement (1997)*
***Billy Hensley**, Campaign Coordinator (2001)*
B.S., M.A., Union College
***Jay Stancil**, Assistant Director of Public Relations (1999)*
B.A., Carson-Newman College
***Denise Wainscott**, Director of Alumni Relations (1999)*
B.S., M.A., Union College
***Tracey Young**, Director of Public Relations (1998)*
B.A., Otterbein College
***Glenda Schilt**, Administrative Assistant (1999)*
***Kathleen Crossen**, Alumni and Public Relations Secretary (1999)*
B.A., Alverno College

Office of Business Services

***Roy Paraboo**, Vice President for Business Services (2001)*
***Cynthia Reinhart-Ballard**, Controller (2000)*
B.S., Union College
***Deloria Faulkner**, Director of Student Accounts (2000)*
***John Payne**, Loans and Collections Officer/ Employee Benefits Director (1993)*
A.A.S., Waterson College; B.S., Union College
***Lynn Smith**, Director of Loans and Collections (2000)*
***Randall Teague**, Assistant Controller (2001)*
B.S., Union College
***Linda West, Esq.**, Director of Human Resources (2000)*
B.S., Union College; M.A., Indiana University of Pennsylvania; J.D., University of Louisville
***Bobbie Doolin**, Bookstore Manager, Post Office Supervisor (1991)*
***Nona Welch**, Postal Clerk (1991)*
***Gina Witt**, Business and Operations Assistant (2000)*

Office for Planning and Human Resources

***Janet Tarry**, Vice President for Research and Planning (1979)*
***Tara Cooper**, Director of Learning and Information Services (1986)*

Athletics

***David Nelson**, Director (2000)*
***Ira Amburgy**, Cheerleading Coach (2001)*
B.S., Cumberland College
***Tim Curry**, Head Women's Basketball Coach; Head Women's Softball Coach (2001)*
B.S., Lindsey Wilson College
***Helio d'Anna**, Assistant Director, Head Men's Soccer Coach (1993)*
B.S., B.A., University of Campinas; M.A., Union College
***Margo Gander**, Head Women's Volleyball Coach (2000)*
B.S., Lincoln Memorial University
***Nathan Graham**, Assistant Baseball Coach (2000)*
B.S., Union College
***Brian Hill**, Head Football Coach (1996)*
B.S., Glenville State College

***Allen M. Larsen, Jr.**, Head Athletic Trainer (1999)*
B.S., SUNY-Brockport; M.S., Ohio University
***Trent Pool**, Mountain Biking Coach (2000)*
***Matt Powenski**, Assistant Football Coach (1997)*
B.S., Glenville State College
***Tom Reid**, Assistant Football Coach (1998)*
B.S., Glenville State College; M.A., Union College
***Russell Sisson**, Head Men's Golf Coach (1997)*
***Erb Ubarana**, Head Women's Soccer Coach (2000)*
B.S., University of Campinas
***Darin Wilson**, Head Baseball Coach (1998)*

The Bennett Center of London

***Elaine Ozment**, Acting Coordinator of Degree Completion Program (2000)*
B.S., Cumberland College; M.Div., Ph.D., Southern Baptist Theological Seminary
***Judy Strickler**, Administrative Assistant (1998)*
***Anita McMurray**, Secretary (1999)*

Community and Wilderness Experience

***Andy Messer**, Outdoor Programs Director (1998)*

Library and Learning Resources

***Tara Cooper**, Head Librarian, Chair, Department of Library and Learning Resources*
***Quetha Boles**, Library Technician and Administrative Assistant (1988)*
***Billie Daniels**, Circulation Assistant (1999)*
***Bobbie Hamilton**, Library Assistant (1989)*
***Charles Jones**, Information Technologist (1998)*
***Kathleen Miles**, Technical Services Librarian (1989)*
***Bruce Miracle**, Documents Assistant (1995)*
B.A., M.A., Eastern Kentucky University
***Carrie Stephenson**, Reference and Public Services Librarian (1984)*

Networking and Communications

***Rodney Edwards**, Network Support Technician (1999)*
***Tommy W. Hall**, Network Manager (1996)*
A.A.S., Ohio Institute of Photography and Technology
***Brandon Lambdin**, User Support Technician (2000)*
B.S., Union College

Administrative Systems

***Ellen Hensley**, Application Specialist (1995)*
B.S., Union College
***Dennis Liford**, Application Specialist (2000)*
B.S., Eastern Kentucky University
***Karma Nichols**, Administrative Support Technician (1996)*
A.A., A.A., Clark State University

Physical Plant and Campus Safety

***William Gray**, Assistant Director (1975)*
***Janice Poff**, Secretary (1998)*

Office of Student Life

***Lisa Jordan-Payne**, Vice President for Student Life, Director of Bonner Scholars Program (1991)*
***Kelly Eickleberry**, Associate Dean of Students (2001)*
B.A., Otterbein College; M.S. State University College at Buffalo
***Becky Trask**, Coordinator of Campus Activities (2001)*
B.A., Asbury College; M.S., University of Charleston
***Barbara A. Teague**, Administrative Assistant (1985)*
***Cindy Elliott**, Switchboard Operator (2000)*

Presidents Emeriti

***Mahlon A. Miller** (1959-1982)*
***Jack C. Phillips** (1983-1996)*

Board of Trustees

OFFICERS OF THE BOARD

Thomas C. Clark, M.B.A.
Chairman
Carl A. Pecko, Jr., M.B.A.
Vice Chairman
Gertrude M. McGuire, Ed.D.
Secretary
Jerry W. Carey, B.S.
Chairman Emeritus
Erland P. Stevens, Jr., LL.D.
Chairman Emeritus
Randall A. Stivers, B.S.
Chairman Emeritus

EX OFFICIO MEMBERS

Bishop James King
Louisville, KY
David C. Joyce, Ed.D.
Barbourville, KY
Roy Paraboo, M.B.A.
Barbourville, KY

TRUSTEE EMERITI

W. Arvil Allen, D.Min.
Louisville, KY
Robert L. Anderson, D.D.
Wilmore, KY
John C. Brinson, D.D.
Louisville, KY
Billy Joe Cox, D.D.
Louisville, KY
R. Walton Gardner, D.D.
Lexington, KY
Raymond W. Gibson, Jr., D.Min.
Lexington, KY
James E. Parker, Jr., M.D.
Louisville, KY
Homer C. Rice, Ph.D.
Atlanta, GA
Randall A. Stivers, B.S.
Corbin, KY
Harold W. Tatman, Jr., D.D.
Louisville, KY
William R. Triplett, D.Com.
Tucson, AZ
Ralph G. Wesley, D.D.
Somerset, KY

AT-LARGE MEMBERS

William H. Ball, Jr., A.B.
Browns Summit, NC
Nancy E. Blair, J.D.
Stamford, CT
James H. Burnaw, A.B.
Roswell, GA
Jerry W. Carey, B.S.
Barbourville, KY
Thomas C. Clark, M.B.A.
New York, NY
S. Ray Colclough, B.A.
Walland, TN
Gwendolyn C. Collins, B.S.
Lexington, KY
Roger D. Collins, B.D.
Lexington, KY
Albert D. Graham, Jr., Ph.D.
Carneys Point, NJ
Paul F. Isaacs, J.D.
Frankfort, KY
David A. Jones, B.S.
Atlanta, GA
Jeanette B. Ladenburger, M.S.
Corbin, KY
Dwight O. Miller, Ph.D.
Blountville, TN
Maxine Stanley Murdoch, Ph.D.
Ardmore, PA
Rick H. Pack, Sr., M.D.
Louisville, KY
Kennetb L. Ramsey, B.S.
Nicholasville, KY
Annette Reed, B.S.
Smyrna, GA
T. Stephen Rhodes, B.S.
Corbin, KY
James D. Rickard, B.B.A.
Corbin, KY
Birg E. Sergent, J.D.
Pennington Gap, VA
Leonard F. Sbetler, Jr., B.S.
Copley, OH
William R. Strong, B.S.
Hazard, KY
Peggy Wallace, M.S.
Barbourville, KY

ALUMNI MEMBERS

Gerald Halter, M.A.
Barbourville, KY
Donald Lane, B.S.
Lexington, KY

KENTUCKY CONFERENCE

Margaret E. Adams, A.B.
Hazard, KY
Barry K. Carpenter, D.Ed.
Barbourville, KY
Donald W. Durham, D.D.
Lexington, KY
W. Patrick Hauser, J.D.
Barbourville, KY
Gertrude M. McGuire, Ed.D.
Cynthiana, KY
Roger C. Newell, M.Div.
Louisville, KY
R. Edward Parsons, B.A.
Harlan, KY
Carl A. Pecko, Jr., M.B.A.
Ashland, KY
Roy L. Pulliam, Jr.
Hazard, KY
Robert C. Rice, D.D.
Madisonville, KY
Erland P. Stevens, Jr., LL.D.
Ashland, KY
E. Ray Tbrockmorton, D.D.
Versailles, KY
Benny J. Wilson, D.M.D.
Barbourville, KY
Cecil H. Wilson, LL.D.
Barbourville, KY

FACULTY TRUSTEE

Vera Lynn Sheets, M.A.
Barbourville, KY
Daniel Covington, Ph.D. (alternate)
Barbourville, KY

STUDENT ASSOCIATE TRUSTEES

Lucas Green
Harlan, KY
Kenny Fritz
Crittenden, KY

Index

Academic Advising 21
Academic Amnesty and Academic Failure 15
Academic Calendar 11
Academic Computing 22
Academic Honesty 15
Academic Probation 14
Academic Resource Center 21
Academic Scholarships 110
Academic Services 21
Accounting, Courses in 34
Address and I.D. Requirements 99
Administration and Staff 125
Administrative Computing 22
Admission 100
  Advanced Placement 103
  GED Acceptance 103
  of International Students 102
  Procedures 100
  Requirements, undergraduate 100
  to Teacher Education Program 41
Advanced Placement 103
Ancient Languages, Courses in 70
Appalachian Semester 26
Appalachian Studies 26
Applied Music 78
Area in English 48, 55
Area in Social Studies 48
Art, Courses in 73
Assessment Day 18
Athletics 98
Attendance 12

Bennett Center of London, Inc. 23
Board of Trustees 128
Business Administration, Courses in 35
Business, Degree Programs in 31
Business, Department of 31
Business Education, Courses in 36

Campus Housing 99
Career Counselor 21
Career Planning and Placement Services 21
Christian Education, Degree in 72
Church Music, Courses in 79
Class Attendance 12
Classification of Students 13
College Expenses 104
College-Level Examinations Program (CLEP) 15
Combined Degrees 19
Community Education 23
Community Outreach 26
Computer Assisted Instruction 21
Computer Information Systems, Courses in 37
Concurrent Admission Program (ConAP) 26
Convocations 18
Core Requirements 29
Core Values 7
Correspondence Courses 17
Counseling Services 99
Course Load 11
Course Numbering System 12
Credit by Examination 16
Credit/Fail Option 13

Degrees
  Bachelor of Arts 25
  Bachelor of Music 75
  Bachelor of Science 25
  Combined 19
  Table of 24
  with Distinction 20
Disability Accommodations 11
Dishonesty, Academic 15

Early Start Senior Summer Program 103
Education
  Courses in 50
  Curricula in 42
  Department of 39
Employment
  Work-Study 109
Endowed Scholarships 111
Endowments 117
English, Communication, Modern Languages 54
English, Courses in 56
Ensembles (Music) 80
Entrance Tests 102
Examinations and Reports of Marks 14
Expenses
  Graduate 104
  May Interim 105
  Other 105
  Summer Session 105
  Undergraduate 104
Experiential Education 16

Faculty 123
Faculty Emeriti 125
Family Educational Rights and Privacy Act 19
Fees 105
Financial Assistance 108
French, Courses in 57
Freshman Seminar 11

GED Acceptance 103
Goals for General Education 9
Grade Appeal 14
Grading System 13
Graduation Requirements 18
Grants
  Kentucky Tuition 109
  Pell 109
  Supplemental Educational Opportunity (SEOG) 109

Health Services 99
High School Special Program 103
History, Courses in 67
Honor Students 14
Housing 99

I.D. and Address Requirements 99
Independent Study 16
International Students, Admission of 102
Intramural Activities 98

Kentucky Institute for International Studies 26
Kentucky Tuition Grants 109

Learning and Information Services 22
Liberal Education Core 29
Library and Learning Resource Center 22
Loans 109

Majors and Degree Programs (Table) 24
Marketing, Courses in 38
Mathematics, Certification in 48
May Interim Term Expenses 105
Mission Statement 6
Music, Degree Programs in 75
Music Education, Courses in 81
Music History and Appreciation, Courses in 79
Music Theory, Courses in 80

Network and Communications 22

Orientation 102

Payment Policy 106
Pell Grant 109
Perkins Loan 109
Philosophy, Courses in 70
Philosophy/Religion, Degree in 71
Placement Services 21
Planned Curriculum 21
Privacy Act 19
Probation 14

Quality Point Standing 13

Refund Policy 106
Religion, Courses in 69
Reserved Course Numbers 12
Room and Board 104

Scholarships
  Academic 110
  Alumni 110
  Other 110
  Transfer 110
Science, Certification in 48
Service Learning 23
Social Life 99
Social Studies, Area in 48
Special Education, Courses in 52
Stafford Loan 109
Student Conduct 99
Student Financial Aid 108
Student Life Program 98
Student Load 11
Student Organizations 98
Summer Orientation 102
Supplemental Instruction 21
Suspension 14

Teacher Education Program, Goals of the 40
Teacher Education, Requirements for Admission to 41
Tests, Entrance (SAT, ACT) 102
Transfer Credit 17
Transfer Policy 17
Trustees, Board of 128
Tuition 104

Veterans Administration Educational Assistance 26

Withdrawal from Courses 12
Work-Study Program 109

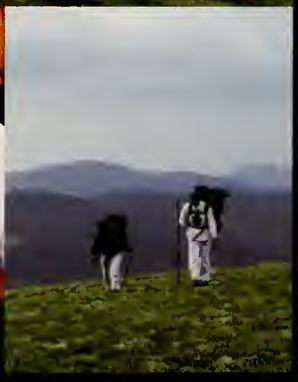
Catalog Disclaimer Statement

While this catalog was prepared on the basis of the best information available at the time of publication, all information - including statements of fees, course offerings, admission and graduation requirements - is subject to change without notice or obligation.

Full-time students continuously enrolled at Union College ordinarily may expect to graduate under the requirements stipulated in the catalog under which they entered. Students failing to enroll for a period longer than two years will fall under the catalog in effect when they return to full-time status. Student many appeal to the Vice President for Academic Affairs for exceptions to this policy.

The statements in this catalog are for information only and do not constitute a contract between the student and Union College. **Failure to read this bulletin does not excuse the student from the requirements and regulations described herein.**

UNION



2002-03
Undergraduate Catalog

Union College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor and Master level degrees, by the Kentucky State Department of Education, and is approved by the University Senate of the United Methodist Church. Union's Department of Business has been accredited for all of its degree programs by the International Assembly for Collegiate Business Education.

It is the policy of Union College not to discriminate on the basis of sex, race, color, disability, age, or national or ethnic origin in the admission of students, in its administration of educational or national programs, scholarships, loan programs, or other school-administered programs, or in athletic participation. Inquiries should be directed to the Business Services office.

Table of Contents

A Message from the President 3

The Union College Vision, Mission and Core Values 4

Goals for General Education 7

The Academic Program 9

The Curriculum 22

Department of Business 27

Department of Educational Studies 36

Department of English, Communication, and Modern Languages 51

Department of Wellness, Human Performance and Recreation 55

Department of History, Religion, Philosophy and Ancient Languages 64

Department of Music and Fine Arts 70

Department of Natural Sciences 79

Department of Social and Behavioral Sciences 87

The Campus Community 96

Admission Information 98

Financial Information 102

Financial Assistance 106

2002-2003 Academic Calendar 118

The Faculty 122

Administration and Staff 124

Board of Trustees 127

Index 128

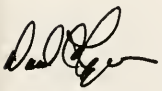
A Message from the President

Our Mission Statement states that we are a "learning community dedicated to creating personal, intellectual, and social transformation through the pursuit of knowledge, wisdom, service, and spiritual growth." You are a significant partner in our learning community. Your future will be shaped both by what the College provides as well as by your time and efforts inside and outside of the classroom.

Many opportunities will be opened to you in academics, athletics, community service and student activities. Interaction with faculty is fostered. For most students, one or two faculty members become role models, mentors of enormous influence who often become lifelong friends and colleagues. The teaching and learning process is different at Union because classes are small, providing more personal participation and interaction with professors. There is immediate, real-time feedback from professor to student and it is difficult to hide in a class of fifteen students.

At Union, you can become involved in activities that help you become a mature individual. Since our campus is compact, you'll have numerous chances to meet and interact with students, faculty and staff. You'll also be able to participate in a wide range of extracurricular activities and exercise leadership that will help you grow and become an effective graduate.

We look forward to partnering with you as you pursue your goals.



David C. Joyce
President

The Union College Vision

Union College identifies four components of a learning community necessary to effect personal, intellectual, and social, transformation – knowledge, wisdom, service, and spiritual growth. As a private, academically rigorous, liberal arts college of the United Methodist Church, we believe that spiritual growth is not only essential, it is also integrally related to the other components of the transformation process. Based on the Wesleyan vision that education is a union of "knowledge and vital piety," the College provides students an academic program and co-curricular activities that nurture a strong and active faith and lead them to see how a historically grounded religion is viable in contemporary cultures both at home and around the world. The College sees a special connection between service and spiritual growth; redemption is a social as well as an inner, personal experience. While these Wesleyan emphases define the tradition in which the College stands, the College also recognizes that Christian and other religious traditions see the same or similar connections between intellectual development and spiritual growth. Union College thus seeks to cultivate a learning community in which students, faculty, and staff explore together the intellectual and social dimensions of Christian faith.

The College is selective, student centered, values driven and is successful because of its location. The College is located in Barbourville, Kentucky, near the center of the Southern Highlands of Appalachia and is readily accessible to a variety of the Region's provinces with their great diversity of landscapes and historical experiences. The Region is visually appealing and has abundant opportunities for wilderness learning. The problems of the mountains, though sometimes grim and tragic historically, are also fascinating and relevant to many questions of modern life and provide the opportunity to investigate and understand universal applications through study and service.

The Union College Mission

Union College is a learning community dedicated to creating personal, intellectual and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth.

The College challenges the mind, heart, and spirit by embodying and promoting the love of learning, integrity of character, the spiritual quest, and civic responsibility as embraced by the non-sectarian traditions of the United Methodist Church. The traits of character required for individuals to be successful at worthwhile endeavors are encouraged, nurtured, coached, and modeled at Union College. Union College Core Values are created from the traits of judgment, character, moderation, justice, faith, hope, love, and civic responsibility. Operating principles founded on the core values model and guide the College, its students, faculty, and staff in day-to-day activities, learning, and work.

Union College helps students make learning connections. Students are provided opportunities to master key competencies and given opportunities for practical applications through an academically rigorous liberal arts curriculum. The learning environment of Union College is supported by a well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Diversity of perspectives and the application of knowledge are valued equally with disciplinary expertise and theoretical knowledge. The Core Curriculum reflects this vision and understanding of learning. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions are nurtured through a variety of on- and off-campus learning experiences. Integrated learning opportunities, technology, internships, service-learning, and interdisciplinary seminars are means used to shift the emphasis from just providing instruction to significantly improving student learning.

At Union College, technology is mission driven, outcomes oriented, and consistent with the core values of the College. The College library, academic computing, administrative computing, and network are a single operating unit which focuses on different modes of learning and creating a learning community. Union College actively uses technology to improve teaching and learning and

provides convenient access to information resources. The College nurtures an informed and self-sufficient user community through training and instruction.

Union College is a clean, safe, aesthetically pleasing and environmentally responsible campus which promotes social and communal interaction and supports the educational process. The purpose, vision, needs assessment, and evaluation of existing facilities and campus spaces are addressed in the College's facilities master plan. Based on an optimal enrollment of 800 full-time undergraduate students and a total of 1,000 full-time equivalent students, the College is a residential student-centered campus that fosters community and intimacy. Student, academic, and administrative spaces are modern, embrace technology, meet accessibility requirements and include as much flexibility, adaptability, and expandability as possible to accommodate the rapid rate of change in higher education. Campus landscaping and special campus areas help create a learning community. Immediate and future building sites have been identified and the architectural integrity of the campus will be maintained.

An active student life program takes advantage of the area's unique natural resources; promotes social, physical, and intellectual development; encourages personal responsibility; and represents the needs and voices of students on the campus. Students are provided numerous opportunities to participate in campus and off-campus activities which focus on academic and religious issues, wilderness experiences, service learning, governance, as well as literary, music, and professional clubs and organizations. Leadership development is nurtured throughout the College, and students are encouraged to learn and to exercise leadership in their daily lives through such opportunities and forums: the Board of Trustees as student associate trustees, Union College Community Government, residence hall councils, in the classroom, and in the athletic program of the College on and off the fields and floors of competition. The athletic program supports the mission and core values of Union College by creating an atmosphere where participants are viewed and treated as students first and athletes second. Student behavior is guided by the College's core values and

Core Values

Preamble

Union College challenges the mind, heart, and spirit by promoting the love of learning, integrity of character, the spiritual quest, the need for civility in all transactions, and the importance of civic responsibility.

Life-Long Learning

We embrace the love of learning and support each other's desire for life-long learning. We foster collaborative, connected, and active learning.

Spiritual Quest

We espouse the spiritual quest. We challenge each other to discover, intellectually articulate and claim a life-affirming spiritual faith and/or philosophy of life.

Civic Responsibility

We advance civic responsibility. We promote leadership and service as a means of achieving civic responsibility. We strive to become servant-leaders.

People

We advocate civility in all communications. We promote integrity of character by actively listening to each other, openly sharing information that may prove helpful to the situation, doing what is right, and being honest. We accept personal responsibility for our actions. We hold each other and ourselves accountable.

Celebrate Successes

We celebrate our people and their successes. We show respect for each other and the things that make our individual roles and contributions unique. We value opportunities and willingness to "get outside yourself."

operating principles, which promote personal responsibility and accountability.

Union College encourages the development of mutually-respectful and beneficial relationships with local, regional and broader communities through the sharing of cultural and recreational resources, educational opportunities, and economic development opportunities. Community relations efforts produce a strong and positive environment between the College and local and broader communities.

Union College is a financially sound college capable of funding the growth and development of programs, facilities, and scholarships. The College uses a financial planning model which defines the operational premises guiding the financial planning; identifies benchmarks to measure programmatic and financial strategies; and identifies financial ratios and normative data to measure the College's financial health. The College has a comprehensive advancement strategy designed to obtain the needed external financial resources in the form of endowment, gifts, and grants required to meet or exceed the College's needs.

The College's employees are its greatest resource. Individuals are respected and recognized for their contributions, provided fair and consistent treatment, and offered opportunities for personal and professional development. The College attracts gifted and talented persons to the community, provides a climate of support and encouragement, recognizes accomplishments, provides incentives for continued improvement, and holds them accountable for their work and contributions. A formal plan for setting and maintaining salary equity, keyed to benchmark institutions, is in place and is functioning.

Union College has an open, responsive, collegial, and efficient organizational structure that provides the means to achieve the institution's vision and fulfill its purpose. The committee structure and the composition of the Board of Trustees is responsive to the needs and vision of the College. An effective and efficient management organizational structure has clearly defined lines of responsibility and authority. The management organizational structure is responsive and communicates well. The standing committee structure and its composition facilitates the governance needs of the College.

Union College graduates are principled and productive citizens capable of creative thinking and problem solving. They are able to communicate effectively and are life-long learners who see being educated as a quality of mind, not simply an accumulation of facts and professional skills. They have developed habits of thought that value logic, open-mindedness, awareness of historic change and achievements, and sensitivity to cultural diversity. Union College graduates are prepared to assess new situations, to handle career changes, to deal with adversity, and to recognize and seize opportunities. They have been provided the opportunity for an education of high academic quality in a nurturing and challenging environment which both embodies and inculcates a tradition of intellectual, moral, spiritual, and civic virtue which effectively prepares them to be citizens of the world in the 21st century.

Goals for General Education

Communications Skills

A primary goal of Union College's academic program is to help students develop and improve their communications skills. This includes both expression (the ability to convey information and ideas to others) and comprehension (the ability to receive and understand information and ideas conveyed by others). An acceptable level of expression includes the ability to write and speak in a clear and cogent fashion, while comprehension requires the ability to read college level material, listen to lectures and retain and understand the content of the material presented. Therefore, a Union student should, by graduation, be able to:

1. write a clear and cogent essay based on his or her own ideas, which obeys the basic rules of grammar, spelling, and punctuation;
2. prepare and deliver a logical and organized oral presentation;
3. read and integrate information into previously acquired knowledge; and
4. listen to a lecture or presentation and recall and understand the major points.

Ethics and Values

As an institution related to the United Methodist Church and one fostering Christian values, Union College does attempt to develop ethical standards as an important part of any student's education. Students should learn to think about and discuss values and ethics and become aware of the major religious and ethical perspectives of humankind. The College encourages an awareness of the Christian faith and believes that students should develop a tolerance toward the viewpoints of others. Upon graduation, the Union student should be:

1. familiar with today's major religious and ethical ideals, and how they developed;
2. tolerant toward and respectful of these different views and ideals; and
3. able to think about and articulate problems and issues related to ethics and values.

General Knowledge

No education is complete without the acquisition of a solid base of general knowledge. Without such knowledge, the student will not be capable of developing his or her thinking and reasoning abilities. With this knowledge, students will have a storehouse of information that will help them more effectively exchange ideas, thoughts, and feelings with others. The constant expansion of and change in the corpus of information means that it would be futile to attempt to define precisely on a long-term basis what a student should know. Nevertheless, there are certain areas with which the student should be familiar, at least in general terms. By graduation, the Union student should have:

1. an ongoing interest in and appreciation for music, literature, and the arts, and the traditions on which these fields are founded;
2. an informed acquaintance with the natural and social sciences and technology, and a general awareness of their continuing impact and development through the ages; and
3. acquired reasonable mathematical and quantitative skills.

Critical Thinking and Problem Solving

The ability to think critically and to analyze and solve problems is an absolutely essential skill. In an increasingly complex world characterized by a constantly expanding flow of information, it becomes more and more necessary for educated persons in every field to be able to arrive at responsible and considered decisions. A college graduate who lacks these abilities is unlikely to succeed in any area of endeavor. Thinking and analysis develop over many years and cannot become fully developed during an undergraduate career. Union desires that its students make progress in this direction, however, by developing or improving upon their ability to:

1. understand abstract ideas;
2. analyze problems that involve complex sets of facts and relationships; and
3. think and reason in a critical, logical, and objective fashion.

Context

Understanding the modern world depends upon an adequate comprehension of the forces that continue to shape societies. There are many different interpretations of and explanations for the current world situation, and students are free—and encouraged—to develop their own opinions. During the college years, students have the opportunity to learn about the context of modern civilization—its antecedents and structure. By the completion of their undergraduate program, students should have:

1. increased their understanding of how the modern world works, including its peoples' increasing interdependence;
2. acquired a basic knowledge and appreciation of other cultures; and
3. developed an interest in, and comprehension of, current events and their history.

Learning Skills and Personal Development

The development of learning skills and personal development are important goals of all programs at Union College. In addition, courses are offered which are specifically designed to develop learning skills where these are lacking, helping students "learn how to learn." Students are also expected to become familiar with ways in which the library supports and complements a liberal arts education and how libraries can serve them throughout their lives. All students are offered the opportunity to use computers to assist their educational experience and to learn how the computer can be useful to them personally.

Commitment to the goal of personal development is evidenced at Union College by the requirement that all students extensively experience the liberal arts. Of special importance is Union's mission to serve the Appalachian people by making a liberal arts education available to the community. Students graduating from such a program will have developed a degree of confidence in their ability and will be prepared to go on in life with the expectation of success in a chosen endeavor. Appalachian students will also develop an increased appreciation of their own culture, place, and importance in the world.

The Academic Program

Thomas McFarland, Interim Vice President for Academic Affairs
Tina Day, Executive Assistant for Academic Affairs

Academic Calendar

Union College operates on an early semester system. The Fall semester begins in late August and ends before Christmas. The Spring semester runs from January to early May. The College has a three-week May interim session as well as two five-week summer terms.

Confirmation

All students are **required** to confirm their registration at the beginning of the Fall and Spring semesters. During confirmation, students are given an up-to-date class schedule, meal ticket, identification card, parking sticker, email address, campus mail box location, book charges, etc. Several days are made available at the beginning of the Fall and Spring terms to confirm registration. If a student does not confirm during this time, he/she must report to Academic Affairs to confirm. If a student fails to confirm their registration within the specified time frame they will be withdrawn from the college.

Freshman Seminar

Union College requires all full-time incoming freshmen and transfer students with less than 12 credit hours to take the Freshman Seminar course. Classes for this one-hour course meet twice per week. The goal of this course is to maximize the student's potential to achieve academic success and to adjust responsibility to the individual and interpersonal challenges presented by collegiate life. Each course will cover a variety of topics considered essential to meeting this goal.

Disability Accommodations

The Office of Special Programs provides reasonable accommodations to students with documented disabilities. It is the student's responsibility to notify the Coordinator of Academic Support in the Special Programs Office, Centennial Hall Room 105, and to provide documentation of the disability. Union College recommends and encourages students to provide documentation either prior to or as early as possible in the semester. This will enable the Coordinator to confer with the student as soon as possible to discuss the options available to provide reasonable accommodation of the disability.

Course Load

The normal undergraduate student load is sixteen semester hours per semester. Students who have an average academic standing may register for a maximum of eighteen semester hours credit per semester. Students who attain a "B" average are permitted to earn up to twenty-one semester hours per semester. Any exceptions must be approved by the Vice President for Academic Affairs.

The maximum load in the May interim is three semester hours. The maximum load in each summer term is seven semester hours.

Class Attendance

1. Class attendance is required. Students are responsible for all work from the first day of class and are expected to attend all meetings of all classes for which they are registered.
2. All faculty members are expected to keep accurate records of class attendance.
3. Class absences due to circumstances beyond the control of the students will be excused by the instructor involved if the request is made within one week of return to campus. Class work or tests in these classes must be made up.
4. Class work and tests missed by the student while participating in an activity sponsored by Union College may be made up only when the faculty sponsor of such an activity signs the official absence list of students.

Withdrawal from Courses / The College

Withdrawal does not happen automatically when a student stops attending a class. Official withdrawals are made only on forms provided by the Registrar's office. It is the student's responsibility to complete this form, obtain the signatures needed, and return it to the Registrar's office. Failure on the part of a student to complete the withdrawal procedure will result in a grade of "F" for the term.

Note: The last day to withdraw from the college or from all courses for a given semester is also the last day to withdraw from a course with a grade of "W." The date for such withdrawals varies from year to year, but is noted in the Academic Calendar at the back of this catalog.

Course Numbering System

Courses numbered 100 or 200 are intended primarily for lower division students, and 300- and 400-level courses are generally reserved for upperclassmen. Freshmen or sophomores wanting to enter 300- or 400-level courses should confer with the department chair involved for permission to enroll. 400G, 500- and 600-level courses are restricted to graduate students.
Courses with hyphenated numbers (101-102) are used when the first semester is a prerequisite to the second.

Reserved Course Numbers

Some special numbers are reserved for specific types of courses or studies. They may be used in any department although they are not shown in the following pages under the specific listings.

001-099	Non-credit special interest courses
181, 281, 381, 481, 581	"Special Topics" courses — classes developed on a one-time or experimental basis, or a special innovative class
282, 482, 582	Special workshops, credit or non-credit
183, 283, 483, 583	Television courses through Kentucky Education Television Network
184, 284, 384, 484	May interim courses not listed under a regular catalog number
285, 485	Experiential Education - study abroad, internships, cooperative work, experience and vocational work experience
287, 487	Field Practicum in specialized areas
495, 595	Independent Study - individual research on approved topics not found in traditional courses. May be repeated on different topics.

Special Notations

Each course description indicates the semester the course will be offered —(F) for Fall Semester, (S) for Spring Semester and (Sum) for Summer Session.

Many regular year courses are offered in summer sessions but are not guaranteed offerings.

Courses indicated as being offered in "Even Years Only" are offered on an alternate year basis in academic years *beginning* with even numbers, such as 2000-01. "Odd Years Only" courses are

offered on an alternate year basis in academic years *beginning* with odd numbers, such as 1999-2000.

Students should consult regularly with their advisors to ensure proper progress toward their degree. In the junior year, a curriculum plan is completed by the Registrar. This indicates the courses the student has already completed toward the degree major on file in the Registrar's office. **Each student is responsible for completing all requirements.**

The Grading System and Quality Points

Marks are reported in letters as follows:

A — Represents distinctly superior work, valued at four quality points for each semester hour

B — Represents above-average work, valued at three quality points for each semester hour

C — Represents average work, valued at two quality points for each semester hour

Cr — Indicates that a course has been passed satisfactorily

D — Represents inferior but passing work, valued at one quality point for each semester hour

F — Indicates failure with 0 credits and 0 quality points for each semester hour or failure to officially withdraw from a course

Beginning with the 1995-96 academic year, plus or minus may be added to the final grades and appear on the transcript; however, that will not affect the grade point average.

W — Indicates that a student withdrew during the first 12 weeks of the semester

I — Indicates that in the opinion of the instructor, the student has not been able to complete the required work of the course on time due to unavoidable circumstances.

This grade is issued solely at the discretion of the instructor. A grade of "I" submitted to the Registrar must be accompanied by a written statement from the course instructor which includes: 1) why the "I" was given; 2) the requirements that must be met by the student to remove the "I"; 3) the deadline the student has for meeting these requirements, and 4) the consequences of the student failing to meet these requirements by the deadline. The Registrar will send a copy of this statement to the student. An "I" received at the end of any semester must be removed before the end of the six-month period following the date on which the "I" was issued. Any extension to the six-month time limit must be made by agreement of the Instructor, Department Chair, Registrar and Vice President for Academic Affairs.

Quality Point Standing

The quality point standing of a student is determined by dividing the total quality points earned by the total number of semester hours registered minus the number of hours of Credit and Incomplete recorded.

Classification of Students	
Freshman	less than 32 semester hours
Sophomore	32 semester hours
Junior	64 semester hours
Senior	96 semester hours

Note: Failure or quality point deficiencies in any course work done in residence cannot be removed by transfer credit, correspondence work or independent study.

Credit/Fail Option

The purpose of the Credit/Fail option is to provide the opportunity for students to explore elective courses outside their area, major, or minor without engaging in competition with students specializing in those subjects and without jeopardizing their grade point average.

This option excludes all courses in the Liberal Education Core and any area, major or minor. It is available only to those students with at least sophomore classification and those maintaining a 2.0

grade point average. This option is also available to transfer students of sophomore classification and who have completed at least twelve hours of satisfactory work at Union College.

This option allows that no more than fifteen semester hours may be applied toward graduation with a Bachelor's degree, no more than two courses per academic year (July though June), and only two courses in any single discipline.

A student must apply in the Registrar's office for the Credit/Fail option by the last date identified in the current academic calendar to withdraw from a course with a grade of "W." It is a matter between the Office of the Registrar and the student. The information is not available to instructors except when the student communicates the same to the instructor. A grade of "D" or above will be recorded as CR and an "F" will be recorded as such, but will not affect the grade point average.

Examinations and Reports of Marks

Examinations are held at the close of each semester. Tests are held at such times during each semester as the instructors may determine. Mid-semester and semester grades are reported by the instructors to the Registrar. **Mid-semester grades** are sent to the students' advisors as soon as possible, and students may obtain their grades from their advisors. Copies of **final semester grades** are mailed to the address designated by the student. Only final grades become a part of the student's permanent record.

Grade Appeal

Students are entitled to redress any grievances relative to grades. Students have one year in which to question any grade on their transcript. After that time the grade is permanent. Please refer to the student handbook or contact the Office of Academic Affairs.

Honor Students

Union College recognizes excellent scholarship in three ways: the Dean's List, the Presidential Laureates and graduation with honors.

The Dean's List is comprised of those students who have completed at least 15 hours of graded work with a 3.33 grade point average and no grades of "I" for the semester, and no grades of "C" or below for the semester. This list is published after the fall and spring semesters.

Presidential Laureates are those students who meet all requirements for the Dean's List and achieve at least a 3.75 grade point average for two successive semesters, with at least 15 hours of graded work, no grades of "I," and no grades of "C" or below in either semester. The list of students designated as Presidential Laureates is published after the fall and spring semester.

Academic Probation and Suspension

Students falling below the following grade point average and corresponding minimum semester hours will be placed on academic probation:

Freshmen	1.80
Sophomores (32 hours)	1.90
Juniors (64 hours)	2.00
Seniors (96 hours)	2.00

Probationary students are closely monitored by the Admission and Academic Standing Committee of the College. Students who are admitted, placed, or continued on academic probation may be restricted as to courses taken, credit hour limitations, required to repeat courses in which low grades have been earned, lose College financial aid, or be suspended from the College after an established period of time.

A student admitted to the College on academic probation may have either one or two semesters in which to meet the minimum academic standards. Failure to attain the required GPA at the end of any said semester may result in suspension from the College.

A student admitted to the College in good standing will receive notification of academic probation if the GPA is below the minimum required after the first semester. Notification of academic suspension may be sent to the student at the end of the second consecutive semester in which the cumulative GPA falls below the required minimum standard.

A student under academic suspension from Union College must sit out one semester before being considered for readmission. At the discretion of the Admission and Academic Standing Committee, a student may be suspended for one full academic year. The student must reapply through the Office of Admission in order to be readmitted to Union College. Readmitted students may be subject to restrictions as established by the Committee relative to number of hours allowed and the repeating of courses. Any student readmitted after suspension from Union will be readmitted on academic probation.

Academic Amnesty and Academic Failure

Academic amnesty may be granted for one term only. Students having received a GPA of less than 2.0 in a semester may apply in writing to the Registrar after having completed two consecutive full-time semesters or twenty-four hours of part-time work with a GPA of 2.0 or better. Twelve semester hours earned during the summer terms may be counted as one semester. Course titles and grades remain as previously recorded on the transcript and credit will be given for courses with grades of "C" or better. None of the grades in the semester for which academic amnesty is granted will be used in calculating the GPA. Transfer students bringing less than a 2.0 GPA or having received any form of academic amnesty at another institution do not qualify for any amnesty option at Union. Students who receive amnesty will not be eligible for academic honors based on cumulative GPA.

Academic Honesty

Union College expects a high standard of academic integrity. Academic dishonesty, such as plagiarism, unauthorized collaboration, or cheating, undermine the academic integrity of each student and of the institution by violating the spirit of a true learning community and, therefore, will not be tolerated. Examples of academic dishonesty may include:

1. Plagiarism - taking words, sentences, ideas, and so on, from another and presenting them as one's own. This includes any improperly documented sources, including electronic or on-line papers, presentations and the like.
2. Writing papers for other students
3. Cheating (using illegal notes, copying, etc.) on examinations
4. Unauthorized collaboration - unauthorized assistance with written or oral material.

Incidents of academic dishonesty will be dealt with by the individual professor in collaboration with the appropriate department chair and the Vice President for Academic Affairs. All incidents of academic dishonesty will be reported in writing to the Office of Academic Affairs. The professor may impose any number and degree of penalties, including administering another assignment or assigning an "F" for the course. The Vice President for Academic Affairs may suspend any student from the College for academic dishonesty.

Students have a right of appeal and of due process. Procedures may be found in the student handbook.

Challenge Credit

1. If a student wishes to receive a challenge credit by examination, he/she should first discuss the possibility with the appropriate instructor **and** department chairperson. Upon consent, the instructor **and** department chairperson will issue and sign an Application For Challenge Credit Form.
2. The student will take the signed form to the Business Office to pay the **$50.00** fee per credit hour for the Challenge Credit.
3. The student will take the form, complete with all three signatures **and** the receipt showing payment was made, to the Vice President for Academic Affairs for approval.

4. The instructor will prepare and administer the Challenge Credit requirements and maintain the results on file in his/her office.
5. The recommendation of the instructor, with supporting documentation, will be forwarded to the department chair for review. If the department chair does not agree with the evaluation, a meeting will be scheduled with the Vice President for Academic Affairs.
6. If the department chair approves the evaluation, the instructor will return the completed form and a copy of the documentation to the Registrar's Office. Successful completion of the Challenge Credit will be recorded as "CR" on the transcript. An unsuccessful challenge will not be recorded. The Registrar's Office will keep the copies on file.
7. Students enrolled in a course may request a Challenge Credit only within the period when a new course may be added.
8. Challenge Credits may not be used to repeat a course or remove an "F" from the transcript.

Individualized Major

An individualized major is available for students whose special interests cannot be accommodated within the established majors at the college. This self-designed major must meet the following criteria:

* A self-designed major cannot duplicate existing majors offered by the college and must be interdisciplinary in its composition.
* A student must have a minimum GPA of 3.0 to apply for the individualized major and a sophomore standing.
* Individualized majors must include no less than 39 semester credit hours at the 200 or above level with at least 15 semester hours 300 and above. No more than 9 hours can be earned by independent study. Under normal circumstances no more than 6 hours can be earned by transfer credit.
* A senior project must be completed in the major and can count up to 3 credit hours of independent study.

Procedures for the individualized major:

* Students seeking an individualized major must have an advisor selected from the teaching faculty from a discipline related to the self-designed major plan. In some cases, two advisors may be selected from different departments to oversee the work.
* In consultation with the advisor or advisors, students seeking an individualized major must offer a detailed plan of study, a rationale for undertaking a self-designed major, and a curriculum plan for the degree. The application should be submitted and approved before beginning the program of study. The chairs of the departments involved must approve the plan of study. One of the chairs will take the plan to the APC (Academic Policy Committee) for final approval by October 1 for programs commencing in the spring semester and March 1 for programs commencing in the fall semester.
* Students graduating with the individualized major will receive either a B.A. or B.S. degree in the field of study with an individualized major notation.

Independent Study and Experiential Education

Union offers to qualified students the opportunity to work independently to earn credit toward graduation. This option is reserved primarily for junior and senior students who have demonstrated the academic maturity to be able to accomplish the rigorous requirements of independent inquiry and study. For this reason, except in very unusual circumstances, independent studies are reserved for students who wish to pursue special areas of inquiry not normally examined by the curriculum in which they are enrolled. These can be in-depth studies of a particular topic or a broader examination of a topic only touched upon in the major.

Registration for either of these options is during the designated time period for registration of other courses. Deadlines for adding courses should be adhered to for Independent Study and

Experiential Education. Students are expected to engage in the independent study project or experiential education experience during the semester for which they are officially enrolled for the project or experience, rather than in the preceding or following semesters. Forms can be obtained from the Registrar's office.

Because of the nature of independent study and experiential education, neither should be used to satisfy Liberal Education Core requirements or to replace required courses in the major. Moreover, failure or quality point deficiencies in any course work done at Union cannot be removed by Independent Study or Experiential Education.

Correspondence Courses

Any student planning to graduate from Union College must receive permission from the Registrar to register for correspondence courses.

Students applying for permission to earn correspondence credit must follow the same guidelines as stated for full-time students under "Course Load" on page 11. The stated number of hours will apply only for the semester or term in which the student registered.

Not more than six semester hours of correspondence work done in one academic year will be accepted by the College. Not more than six semester hours in a major may be completed by correspondence.* Not more than a total of 16 semester hours of correspondence credit will be accepted.

*Not more than six hours of correspondence credit may be accepted during the senior year. Graduating seniors must complete any correspondence work needed for graduation at least four weeks before the date of Commencement. Failure or quality point deficiencies in any course done in residence cannot be removed by correspondence.

Transfer Credit for Union College Students

A student at Union College who wishes to take course work at another accredited college or university must obtain written permission from the Registrar before enrolling in the course. Union College students cannot register for more than a total of 18 semester hours per term, including all off-campus courses, without the consent of the Vice President for Academic Affairs.

Failure or quality point deficiencies in any course work done at Union College cannot be removed by transfer credit, correspondence work, or independent study. Transfer work does not affect a student's Union College grade point average.

Students who have earned as many as 61 semester hours at Union College may transfer a maximum of six semester hours during their final 24 hours of baccalaureate work. Students who have earned fewer than 60 hours credit at Union College may transfer a maximum of six semester hours to Union during their final 38 hours.

Transfer credits will be considered based on the following policy:

1. Transfer credits from other institutions will be evaluated on how closely they match the *intent* of a particular section of the Union College Liberal Education Core, a major, minor, or area. The initial review will be conducted by the Office of the Registrar based on generally accepted practices, and in consultation with the appropriate department chair when questions arise.
2. Students who are denied equivalency credit for a course in the Union College Liberal Education Core, or a course required in a major, area of concentration, or minor will have the right to petition for approval. The petition will be made to the Registrar, who will consult with the appropriate department chair. Department chairs will consult with the appropriate professor before making a recommendation to the Registrar.
3. The student will have the right to appeal the decision to the Vice President for Academic Affairs in the event that the initial petition is denied. The decision of the Vice President for Academic Affairs shall be binding, and may be made on the basis as an exception to a general rule due to special circumstances, or may be issued as a precedent to guide future transfer credit evaluations.

Assessment Day Activities

Union College has developed a plan of action related to ongoing assessment of its academic programs as well as other aspects of the college community. This is a continuous program throughout the school year, but much of the data collection will center around an Assessment Day, identified in the school calendar, when students are expected to participate. Assessment is not only required by the Southern Association of Colleges and Schools, but it is also extremely important in improving the quality of Union College's academic and non-academic programs. Questions related to Program Assessment should be directed to the Director of Assessment or the Vice President for Academic Affairs.

Convocations

Union College provides a convocation program to gather its community together for reflection, for challenging faith and for promoting dialogue. This is in keeping with Union's mission statement: "Union College is a learning community dedicated to creating personal, intellectual, and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth."

The program includes a limited selection of required events and a flexible menu of activities from which students can choose throughout the year including: college assemblies, lectures, theatre productions, worship services, fine arts concerts and special gatherings.

Clean, neat and modest attire is the basic dress code.

Graduation Requirements

Students must apply for graduation **the semester before** they plan to complete graduation requirements.

The candidates must satisfy the following requirements:

1. Minimum of 128 semester hours, of which at least 25 percent (32 semester hours) must be earned at Union College. Thirty two of the last 38 hours must be earned in residence at Union College. Students who have earned as many as 61 semester hours at Union College may graduate with 18 of the last 24 hours earned in residence. (At least 39 semester hours must be in courses numbers 300 or above.)
2. Quality point standing of 2.00 overall and at Union, and a 2.00 average in the major or minor fields unless a specific department requires a higher grade point average.
3. Completion of the Liberal Education Core.
4. Choice of either the Bachelor of Arts, Bachelor of Music or Bachelor of Science degree as appropriate to the major or area. For the Bachelor of Arts degree, the equivalent of 12 semester hours in a single foreign language not native to the student (or for some majors the equivalent of six hours in each of two foreign languages not native to the student) is required. Equivalency shall be determined by the successful completion of the second year of the language (or second semester of two). Students with prior training in the language at the high school level may be eligible for advanced placement in the sequence of courses and meet the requirement with fewer credit hours.

   For the Bachelor of Music or the Bachelor of Science degree, see descriptions of individual major or area for any additional requirements.
5. Completion of either:

   a. A major as determined by the faculty of the individual discipline. Majors are offered in: Accounting, Biology, Business Administration, Business Education, Chemistry, Christian Ministries, Criminal Justice, Elementary Education, English/Communication, Health, History, History and Political Science, Mathematics, Middle Grades Education, Music, Music Education, Philosophy/Religion, Physical Education, Physics, Psychology, Recreation Management, Religion, Secondary Education, Special Education, Sociology, Sports Management, and Theatre.

   Minors are offered in: Accounting and Finance, Athletic Training, Biology, Chemistry, Computer Information Systems, Criminal Justice, Economics, English/Communication, Health,

History, Management, Marketing, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Sociology, and Theatre.

b. An area, the structure of which is determined by the faculty of the department in which the area requirements are met. An area is offered in Social Studies.

6. At least 39 semester hours offered for graduation must be earned in courses numbered 300 or above. At least 6 semester hours 300 and above, earned at Union, must be included in any minor; at least 12 semester hours 300 and above (evenly distributed in the two fields if this is a combined major), earned at Union, must be included in a 30-hour major; at least 18 semester hours 300 and above earned at Union must be included in an area or 54-hour major.
7. Participation in annual Assessment Day testing activities is required each year of all senior students.

Advice in arranging schedules and choosing courses is always given gladly; however, each student is responsible for completing all requirements.

Combined Degrees

The bachelor's degree may be granted to students who have completed three years of work at Union College and one year of work in an accredited professional school with the following provisions:

1. The work in the professional school must continue the curriculum in which the student has been enrolled at Union College (pre-law, pre-dentistry, pre-medicine, etc.).
2. The student must have completed satisfactorily the minimum requirements for three years of pre-professional work at Union College (96 semester hours with a quality point standing of at least 2.00) and also the Liberal Education Core for graduation, including the foreign language requirement if a B.A. is desired.
3. The student must have completed satisfactorily the minimum requirements for one year of study at the accredited professional school. The number of credits at the end of the four years of study must total at least 128 semester hours.

Academic Records

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Registrar receives a request for access. Parents or eligible students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the parent or eligible student, the College will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College as an administrator, supervisor, instructor, or support staff person (including health or medical staff

and law enforcement personnel); a person serving on the school board; a person or company with whom the College has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The College will release directory information to the general public in response to a legitimate request unless the student concerned files a written request with the Registrar within three weeks of the beginning of the term that such information is to be withheld from the public. Directory information is defined as student name, address, dates of attendance, date of birth, degree(s) earned, and previous educational institutions attended.
5. Union College will, however, release records and accounts pertaining to veterans, as well as to other students, to appropriate U.S. Government representatives. This exception to all other federal laws is found in Title 38 of the U.S. code, Section 1790(c).
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-4605

7. Although the Family Rights and Privacy Act (FERPA) affords parents of students under the Internal Revenue Code to have access to the student's education record, it is the policy of the College to require all students to sign a waiver for the release of such information.

Degrees with Distinction

There are three grades of honors designated respectively: *cum laude, magna cum laude,* and *summa cum laude*. These honors are conferred at graduation upon students who satisfy the following conditions of scholarship:

The honor of *cum laude* is awarded to those students who have earned an average standing of 3.5 overall and at Union.

The honor of *magna cum laude* is awarded to those students who have earned an average standing of 3.75 overall and at Union.

The honor of *summa cum laude* is awarded to those students who have earned an average standing of 3.9 overall and at Union.

Students coming from other colleges may receive honors on completing 64 semester hours of resident study and satisfying the conditions of scholarship prescribed by the faculty, provided they also furnish such evidence of high scholarship in the institution from which they come as may, in the judgment of the faculty, entitle them to become candidates for honors under the regulations.

Academic Services

Academic Advising

Academic advising is considered to be one of the two most important tasks of the faculty — teaching being first. Each student will meet with an academic advisor on an individual basis to select courses for each semester. The advisor is also available to help each student learn how to use the resources at Union College, and to find solutions to problems that the student might have.

Each student is assigned an academic advisor in the chosen field of study. Students who have not made a vocational or professional choice will also be assigned an academic advisor. Upon declaring a major, an advisor in that field will be assigned.

Students who wish to change advisors/majors must register these changes with the Office of Special Programs.

Career Planning and Placement Services

Upon admission to Union College, students will begin a process whereby the Director of Career Planning and Placement and faculty advisors assist them to articulate their career goals, to select academic courses of study appropriate to those goals, and to achieve suitable placement upon completion of their studies.

A career counselor is available for all students. It is highly recommended for those who are undecided in their major to visit the career counselor. Career interests and life goals may be defined through the use of career interest inventories, computer guidance programs, and workshops designed to help students clarify their direction in life.

Curriculum Plans

During the junior year, a curriculum plan will be completed by the Registrar. This indicates the courses the student has already completed toward the major on file in the Registrar's office. This is an agreement between the College and the student. Once the curriculum plan has been completed, only changes approved by the Registrar are binding on the College.

Academic Resource Center

The Academic Resource Center (ARC) provides free services to Union College students in several academic support areas. The ARC serves the needs of Union College students with day hours Monday through Friday and evening hours Sunday through Thursday. Contact the Education Specialist with Special Programs for more information.

Individual tutoring is available in a variety of subject areas in both upper and lower division classes. Students may work with a tutor to review for classes, refresh study skills, or prepare for professional examinations.

Computer Assisted Instruction

Students may also work independently, using one of the many computer programs to prepare for the pre-professional exams, such as GMAT, LSAT, MCAT, GRE, and Praxis.

Supplemental Instruction

Union College provides an academic assistance program known as Supplemental Instruction (SI) that has proven to increase student academic performance.

Each semester, courses that have been deemed academically challenging are selected for SI. Student leaders who have previously excelled in the designated courses are selected by the instructors of the courses to attend each class session, take notes and participate in class discussions, and hold three study sessions each week outside of class. SI is introduced to the students the first day of class, and the sessions are composed of students with varying academic abilities which provide a support system within the group. The concept of collaborative learning in a relaxed

atmosphere helps students develop and integrate effective learning and study strategies while mastering course content.

Learning and Information Services

The learning and information faculty and staff are dedicated to providing members of the Union College community the information resources needed to meet their education goals. This is accomplished through four units working as a team to provide access to print and non-print materials, data and voice communication, institutional data, and the education needed to utilize the information.

Weeks-Townsend Memorial Library

The Weeks-Townsend Memorial Library provides a variety of resources and services to support and enrich the College's academic programs. The library, located in the center of campus, houses a collection of more than 120,000 books, periodicals, government documents, media materials, and on-line reference and full-text databases. Library functions, including the Online Public Access Catalog (OPAC), circulation, and reserves, are fully automated through the Sirsi Unicorn Collection Management System. The OPAC is accessible through the campus network and the World Wide Web. The library can accommodate over 300 persons in a variety of seating arrangements, including study carrels, tables and a computer lab. The library is wired for laptop access to the campus network. The library participates in state, regional and national networks, including the Kentucky Virtual Library, Southeastern Library Network and ACA Central Library.

Access to media, equipment and the Internet is provided in the library. The 20-seat computer lab is the center of campus access to the Internet, including e-mail and the World Wide Web. The lab also provides access to word-processing, spreadsheets and course-specific software. The Curriculum Collection supports the Education Program by providing a specialized collection of elementary, middle and high school curriculum materials and a juvenile collection. The library contains several other special collections including the Cumberland Cap Genealogy Collection and the Lincoln-Civil War Collection. The library also serves as the repository for the College archives. The library staff offers individual and group bibliographic instruction and instruction in the use of equipment, computer resources and special collections.

Academic Computing

The College has three computer labs supporting the academic programs and providing access to the campus network. In addition to the Library Lab, the Centennial Computer Lab contains 21 workstations and a laser printer. The labs provide access to the Internet, World Wide Web and e-mail. The Hensley Lab, also located in Centennial Hall, provides the same type of access with 15 computers. The labs are open a variety of hours each week.

Network and Communications

The network and communications unit, located in the library, provides support for campus data and voice communication. Equipment maintenance and software installation are two of the main responsibilities of this unit. The staff of the network and communications unit provides oversight of the academic computer labs with the assistance of student employees.

Administrative Computing

Administrative computing supports the administrative functions of the campus. This area recently underwent a major upgrade, providing the administration with state-of-the-art software and expanded support for the academic programs. On-line advising and registration are two of the new services available to students.

Service Learning

Typically centered around service trips taken during the fall mid-term and spring break periods, a

service learning course is offered for one hour of credit. Students may take the class up to three times for credit. All students who attend the trips must attend the class sessions whether the individual opts to take the class for credit or not.

Appalachian Studies/Service Learning 102. This course is designed to provide students with experience and reflection during a mid-term break or during a semester project concerning the nature of community and social problems, and to prepare students for civic engagement and social responsibility. The course will include a supervised service learning component through which students will develop skills and knowledge to meet community needs and better understand societal problems.

Community Education and the UC INSTITUTES

Life-long learning is provided at Union College through courses, workshops, seminars, travel, service learning, and outdoor adventure programming. Programming addresses a wide range of adult-learning and continuing educational, avocational, and leisure interests and needs. Through partnerships with community, agencies, schools, business, and industry, Union is able to emphasize the importance of life-long learning while meeting specific needs of different segments of the community. Adults study for personal enrichment, to acquire new skills for career advancement and leadership training, or to enjoy cultural, leisure, and outdoor adventure activities. The close student-to-instructor rapport that characterizes Union College adds an exciting dimension to these learning experiences. Students may earn continuing education units for selected short courses and college credit for telecourses available through Kentucky Educational Television. The community education component addresses the process of life-long learning and includes specific requested classes. Union College is able to provide special customized adult-learning program of a single-day or multiple-day format through the U.C. INSTITUTES, the Turner Outdoor Center and the Community Outreach Center.

The Bennett Center of London, Inc.

In 1998, Union College, the Red Bird Missionary Conference and the General Board of Global Ministries of The United Methodist Church did extensive exploration of ways to create a 501c3 multi-use, multi-agency ecumenical service entity to efficiently coordinate the delivery of post secondary educational services with other human services. From this beginning emerged a three-way partnership to establish The Bennett Center of London that has as its mission to *offer to all persons opportunities for wholeness through programs that address their spiritual, educational, physical, social, and cultural needs.* The Bennett Center is a resource available to the entire community. It is a place where people can come for learning, fellowship, personal growth opportunities, and help in time of need.

Union College Programs at The Bennett Center offers a variety of programs to fit the mission of both Union College and The Bennett Center of London. Union College offers a **Degree Completion Program**, which targets students who have completed 60 hours of undergraduate course work and desire to earn a Bachelor's degree in an accelerated program of study. Currently, students can earn a Bachelor's degree in business administration with a minor in management. **Graduate Courses** in education are also offered through Union College at The Bennett Center. **Workshops and Seminars** for industry and professional development are offered.

The Bennett Center of London, Inc., also offers programs of its own and provides space for multiple uses each consistent with the mission statement of the Center. Each use is designed to be a part of a whole thus adding synergy to the total work of the Center. Each use meets the test of community need and relevance to the mission of the Center through a review process heavily dependent on community input. Several other organizations that are involved in activities at the Bennett Center include: London Early Childhood Education Center; Laurel County Literacy Council; London-Laurel County YMCA; Kentucky Baptist Home for Children; Christ Presbyterian Church, OPC; Heart of Appalachia Foundation; New Life Center; and Laurel County Public Library—Children's Branch.

The Curriculum

A college major is actually a means to an end — the means by which a student prepares for a future career, entrance into graduate school, or some change in lifestyle. Union College offers a wide range of majors and minors as part of the Bachelor's degree program.

Majors and Minors

Degree Area	Major	Minor
Department of Business		
Accounting	x	
Accounting and Finance		x
Business Administration	x	
Business Education	x	
Computer Information		x
General Business		x
Management		x
Marketing		x
Department of Educational Studies		
Elementary Education	x	
Middle Grades Education	x	
Special Education	x	
Department of English, Communication and Modern Languages		
English/Communication	x	x
Department of Health and Physical Education		
Athletic Training		x
Health	x	
Physical Education	x	
Recreation Management	x	
Sports Management	x	

Degree Area	Major	Minor
Department of History, Religion, Philosophy and Ancient Languages		
Christian Ministries	x	
History	x	x
Philosophy		x
Philosophy/Religion	x	
Religion	x	x
Department of Music and Fine Arts		
Music	x	x
Music Education	x	
Theatre	x	x
Department of Natural Sciences		
Biology	x	x
Chemistry	x	x
Mathematics	x	x
Physics	x	x
Department of Social and Behavioral Sciences		
Criminal Justice	x	x
Economics		x
Political Science		x
Psychology	x	x
Sociology	x	x

Programs

Union College also offers students courses in pre-professional programs such as: Dentistry, Engineering, Law, Medical Technology, Medicine, Optometry, Pharmacy, Physical Therapy, and Veterinary Medicine.

Baccalaureate Degrees

To earn a Bachelor of Arts, Bachelor of Science or Bachelor of Music degree, the following requirements must be met:

1. Completion of the Liberal Education Core
2. Completion of foreign language (non-native) requirements for a B.A. degree
3. Completion of the academic major requirements
4. Completion of a minimum of 128 semester hours
5. Completion of a minimum of 39 semester hours of upper division courses
6. The following minimum number of hours must be completed at Union College:
   12 upper division hours for any 30-hour major
   18 upper division hours for any 48-hour major or area
   6 upper division hours for any minor
7. Required GPA in each major, minor or area
8. Required minimum GPA overall or 2.0 unless a specific major requires a higher GPA

Cooperative and Interdisciplinary Programs

Veterans Administration Educational Assistance

Union College is approved by the Kentucky Approving Agency for Veterans Education for the education of veterans and their dependents. To receive benefits more quickly, prospective students should present a copy of their certificate of eligibility to the Registrar's office prior to their registration for classes.

Concurrent Admission Program (ConAP)

ConAP is a joint program of the Army and other service members Opportunity Colleges to admit new soldiers into a college or university at the same time as they enlist in the Army.

Eligible soldiers are admitted, either on a full or provisional basis, with enrollment deferred until completion of active military service. Provisional admission means that the student may be required to take a reduced course load, to enroll in foundation courses, or to undergo other academic preparation. The student is subject to the College's requirements, as published in this catalog, at the time of enrollment in classes. The admission agreement is in effect for two years following the completion of active military service.

Kentucky Institute for International Studies (KIIS)

Union College is a cooperating member of the Kentucky Institute for International Studies (KIIS). The College joins with other Kentucky colleges and universities to provide summer study opportunities in ten different locations. The programs in France, Spain, Mexico, Germany, Austria, Italy and Ecuador are open to all Union College students, who may earn credits toward their degree at Union. For more information, contact Union's KIIS representative.

Community Outreach

Founded over one hundred years ago, Union College has always had a strong interest in serving the immediate and broader community, as evidenced by the development of a community outreach center and service learning opportunities. The Common Partners Office plans a variety of events throughout the year in which students, staff and faculty members can become involved, using their talents and energy to help others and to learn more about themselves and the world.

In addition to direct service opportunities, a service learning course has also been created to introduce students to the issues and rewards connected to helping others. The course has been designed to provide students with a supervised experience to apply their personal skills and knowledge while purposefully meeting community needs. Typically, this course centers around a service trip, which is taken during the fall mid-term and spring break periods. Students may also choose to participate in the project for no course credit. Further information about the service learning course or other service opportunities can be obtained by contacting the Common Partners Office.

The Liberal Education Core

Union's vision for the academic experience states that "Union College helps students make learning connections, with a well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions, is nurtured through a variety of on- and off-campus learning experiences."

This vision guided the careful crafting of Union's core curriculum – a curriculum that challenges each student to develop a life philosophy, that enables members of the faculty to significantly improve student learning, and that intentionally seeks to produce graduates who see being educated as a quality of mind, not simply an accumulation of facts.

Union's core contributes toward the nurturing of a graduate whose personal integrity, intellectual aptitude and responsible citizenship mark him or her as a Union graduate.

This core curriculum applies to incoming first-year students beginning in the Fall 2001 semester.

Critical Dialogues — 21 hours

INLA 101	Western Cultures in World Contexts I	6
INLA 102	Western Cultures in World Contexts II	6
INLA 201	Western Cultures in World Contexts III	6
INLA 202	Western Cultures in World Contexts IV	3

Appalachian Connections — 6 hours

APST 101 Appalachian Explorations 3

Choose **one** 3-hour course from the following: 3

APST 204	Appalachian Culture
APST 202	Service-Learning
APST 203	Wilderness in Appalachia
GEOG 233	Geography of Appalachia
HIST 233	History of Appalachia
SOCI 241	Sociology of Appalachia

or **one** of the options below:

- Choose a mix of one to three 1-hour courses from:

APST/SLRN 102	Service-Learning
APST 103	Appalachian Wilderness Experience

- Choose a mix of one to three 1-hour service learning "labs" attached to existing courses generally outside the Appalachian Connections discipline, subject to approval of Academic Policy Committee
- Choose any mix of three 1-hour experiences from the two areas above.

Social & Behavioral Sciences — 6 hours

SBSC 101	Foundations of Social & Behavioral Sciences	3
SBSC 102	Applications of Social & Behavioral Sciences	3

Wellness — 4 hours

WELL 278	Life Choices I	3
WELL 279	Life Choices II	1

General Sciences Sequence — 8 hours

GNSC 110 General Sciences I	4
GNSC 111 General Sciences II	4

Mathematics Competency

General College Mathematics: A revised MATH 110 course, which includes some basic statistics and probability. Or, MATH 131 (College Algebra) or MATH 241 (Calculus I).

Readings Courses

In addition to the hours listed here, each Union College student will take two one-hour, 300-level readings courses attached to the major. These courses, although offered in the major, are designed to build upon learning in the core curriculum by connecting it to the major.

Capstone Course & Life Philosophy

In the senior year, each Union College student will also participate in a capstone course in the major, a course that brings together all of the learning experiences at the College in context, and that asks each student to form and write a life philosophy document. This document, which builds on the portfolio already begun in core classes and continued throughout his or her major area of study, will be the student's final assessment of what learning (past, present, and future) means. The portfolio will, thus, be used in College and program outcomes assessment.

Department of Business

Pamela Shay, Department Chair

Majors: Accounting, Business Administration, Business Education, Sports Management (see Department of Health and Physical Education)
Minors: Accounting/Finance, Computer Information Systems, General Business, Management, Marketing

Bachelor of Science Degrees in Business

The Department of Business is committed to a thorough exploration of integrated learning by establishing the relationships between management, communications, marketing, accounting and finance, quantitative analyses, ethics, human resources and strategic planning. Key courses are team-taught to show the integration of the key areas of business. Also, basic business skills are integrated into the courses, to enhance such areas as computer skills, written and oral communication skills, quantitative skills, ethical principles, and the global perspectives. Special business labs are included in several basic business courses to enhance learning and to involve hands-on learning experiences for basic skills. Union's Department of Business has been accredited for all of its degree programs by the International Assembly for Collegiate Business Education.

In addition to the general college requirements, all candidates for the Bachelor's degree must complete the following courses in one of the major fields listed below. Students with a major or minor in Business must have a 2.0 average for all courses in each major or minor. (Students who choose to complete the foreign language requirement may elect to receive a Bachelor of Arts degree.)

Union offers an accelerated degree completion program for non-traditional students who have completed two years toward a bachelor's degree. This program will allow students to earn a bachelor's degree in Business Administration with a minor in Management.

Accounting Major (58 Semester Hours)

ACTG 271, 272	Principles of Accounting I & II	(6)
ACTG 331	Cost Accounting	(3)
ACTG 335	Commerce in Literature	(1)
ACTG 371, 372	Intermediate Accounting I & II	(7)
ACTG 376	Tax Accounting	(3)
ACTG 433	Auditing	(3)
ACTG 435	Current Journal Readings	(1)
ACTG 471	Advanced Accounting I	(3)
ACTG 472	Not-for-Profit Accounting	(3)
Accounting Elective	(300 level or above)	(3)
BUAD 151	Business Processes	(4)
BUAD 304	Financial & Quantitative Analysis	(4)
BUAD 305	Marketing & Qualitative Analysis	(4)
BUAD 306	Managerial & Leadership Analysis	(4)
BUAD 315	Legal & Ethical Environment of Business	(3)
BUAD 435	Current Journal Readings	(1)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)

It is recommended that in addition to the major in Accounting, you also elect to complete a minor in CIS.

Business Administration Major (60-63 Semester Hours)

A major in Business Administration consists of these 37 business core hours plus completion of one of the following minors: Accounting/Finance, Computer Information Systems, Management, or Marketing.

Business Core Curriculum:

ACTG 271, 272	Principles of Accounting I & II	(6)
BUAD 151	Business Processes	(4)
BUAD 304	Financial & Quantitative Analysis	(4)
BUAD 305	Marketing & Qualitative Analysis	(4)
BUAD 306	Managerial & Leadership Analysis	(4)
BUAD 315	Legal & Ethical Environment of Business	(3)
BUAD 335	Commerce in Literature	(1)
BUAD 435	Current Journal Readings	(1)
BUAD 451	Strategic Decisions	(4)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)
Department of Business Minor		(21-22)

Department of Business Minors:

Accounting and Finance (22 Semester Hours)

ACTG 331	Cost Accounting	(3)
ACTG 371	Intermediate Accounting I	(3)
ACTG 372	Intermediate Accounting II	(4)
ACTG 376	Tax Accounting	(3)
BUAD 361	Corporate Finance	(3)
And select 6 hours from the following:		(6)
ACTG 374	International Accounting & Finance	3
ACTG 471	Advanced Accounting	3
ACTG 472	Not-for-Profit Accounting	3
ACTG 488	Accounting Seminar	3
ACTG elective	(300+ level or above)	3
BUAD 404	Investments	3
ACTG/BUAD 485	Internship (3 hours maximum)	3

Computer Information Systems (21 Semester Hours)

COMP 221	COBOL Programming	(3)
COMP 250	VISUAL BASIC	(3)
COMP 312	Computer Architecture	(3)
COMP 330	Analysis and Logical Design	(3)
COMP 350	Intermediate Programming	(3)
COMP 425	Network and Telecommunications	(3)
And select 3 hours of Computer Information Systems electives (300+ level)		(3)

Management (21 Semester Hours)

BUAD 361	Corporate Finance	(3)
BUAD 372	Human Resource Management	(3)
BUAD 374	Operations Management	(3)
BUAD 376	Entrepreneurship	(3)
BUAD 400	Organizational Behavior & Teamwork Dynamics	(3)
And select 6 hours of Department of Business Electives (300+ level or above)		(6)

Marketing (21 Semester Hours)

MKTG 272	Personal Selling	(3)
MKTG 322	Consumer Behavior	(3)
MKTG 370	Advertising	(3)
MKTG 421	Logistics	(3)
And select 9 hours of Marketing Electives (300+ level or above)		(9)

Bachelor of Science Degree in Business & Marketing Education

Students should see the Education Department section for Admission to the Education Program and Certification Requirements. The teaching major in Business and Marketing Education will certify teachers to teach Business and Marketing courses in grades 5-12.

Teaching Major in Business (49 Semester Hours)

ACTG 271, 272	Principles of Accounting I & II	(6)
BUAD 151	Business Processes	(4)
BUAD 304	Financial & Quantitative Analysis	(4)
BUAD 305	Marketing & Qualitative Analysis	(4)
BUAD 306	Managerial & Leadership Analysis	(4)
BUAD 315	Legal & Ethical Environment of Business	(3)
BUAD 335	Commerce in Literature	(1)
BUAD 435	Current Journal Readings	(1)
BUED 431	Office Systems	(3)
BUED 462	Methods of Teaching Comprehensive Business Subjects	(4)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)
MKTG 322	Consumer Behavior	(3)
And Select 3 hours of Marketing electives (300+ level or above)		(3)
EDUC 370	Curriculum Development for the Middle Grades	(3)

It is recommended that in addition to the major in Business Education, you also elect to complete a minor in CIS.

General Business Minor (21 Semester Hours)

(for non-business department majors)

ACTG 271, 272	Principles of Accounting I & II	(6)
BUAD 151	Business Processes	(4)
ECON 204	Principles of Microeconomics	(3)
And Select two courses from the following:		(8)
BUAD 304	Financial & Quantitative Analysi	4
BUAD 305	Marketing & Qualitative Analysis	4
BUAD 306	Managerial & Leadership Analysis	4

Accounting

Accounting 271. Principles of Accounting I. (F)(3)
An introduction to accounting concepts and principles with emphasis on preparations and reporting of financial information.

Accounting 272. Principles of Accounting II. (S)(3)
Introduction to analysis and interpretation of accounting data with emphasis on its use by managers in planning operations, controlling activities, and decision making. *Prerequisite*: Accounting 271.

Accounting 331. Cost Accounting. (F)(3)
Concepts of cost and methods in developing information for use by management in decision making process.

The course is an analysis of costing from products, projects, and management control. *Prerequisite*: Accounting 272.

Accounting 335. Commerce in Literature. (S)(1)

Commerce-based literature will be discussed to promote the understanding of the texts in their historical, social, and cultural contexts. *Prerequisite*: BUAD 151, 304, 306; Junior Standing.

Accounting 371. Intermediate Accounting I. (F)(3)

Accounting topics include the income statement, balance sheet and change in owners' equity statements Cash receivables, inventories, plant, investments and intangible assets are also covered. *Prerequisite*: Accounting 272.

Accounting 372. Intermediate Accounting II. (S)(4)

Continuation of Accounting 371 covering current liabilities, contingent liabilities, long-term liabilities, accounting for income taxes, and owners' equity. State of Change in Financial Position, financial statement analysis and the impact of changing prices are also covered. This course includes a lab to integrate quantitative analysis, computer skills and written and oral communication skills. *Prerequisite*: Accounting 371.

Accounting 374. International Accounting & Finance. (S) (3)

This is a comprehensive course that focuses on the international forces and constraints on the financial function of the multinational entity and is organized to provide a background in the international environment. Focus is on the management of short-and long-term international assets with particular attention given to direct investment decisions and on financing international operations with emphasis of the impact of accounting standards and practices on such decisions. Emphasis on current issues will provide the student with a familiarity of emerging issues in international accounting and taxation and in the international financial system. *Prerequisites*: ACTG 272, BUAD 151, 304, 306.

Accounting 376. Tax Accounting. (S)(3)

Fundamental study of the federal income tax structure with emphasis upon the taxation of individuals. Included is an introduction to taxation of corporations and partnerships as well as administrative procedures and research. *Prerequisite*: Accounting 272.

Accounting 430. Accounting Theory. (F)(3)

This course covers current accounting literature, including publications of the American Institute of Certified Public Accountants (AICPA), the Financial Accounting Standards Board (FASB), and the Securities and Exchange Commission (SEC). *Prerequisite*: Accounting 372.

Accounting 433. Auditing. (S)(3)

This course serves as a capstone course for Accounting majors. Topics covered include discussion of the ethics and liability of the verification, analysis, interpretation of accounting records, issuance of audit reports and other reports by CPAs. *Prerequisite*: Accounting 372, Business Administration 304, 305, 306 and senior standing. This course must be taken at Union College. Students must earn a grade of "C" or higher in this course.

Accounting 435. Current Journal Readings. (F)(1)

Intensive study focusing on current research literature of a topic arising out of the years of study, the major, and the minor. Students will present a final written and oral presentation based on the application of learned material to current research. *Prerequisite*: BUAD 151, 304, 305, 306; Senior Standing.

Accounting 471. Advanced Accounting. (F)(3)

This course is an advanced in-depth discussion of accounting for joint ventures, consolidated statements, and inter-company transactions. *Prerequisite*: Accounting 372.

Accounting 472. Not-for-Profit & Fund Accounting. (S)(3)

This course covers governmental and not-for-profit accounting, interim and segmental reporting, multi-national accounting, and insolvency. *Prerequisite*: Accounting 372.

Accounting 485. Accounting Internship. (on demand)(1-6)

Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Accounting 488. Accounting Seminar. (on demand)(3)

This is an advanced course on selected topics of interest in the field of Accounting. Titles may include Accounting Ethics, Advanced Taxes, and other current topics. *Prerequisites*: Business Department major/minor

with Junior or Senior standing and twenty-one credit hours in business courses or permission of the instructor. Individual courses may have specific prerequisites that must also be met.

Business Administration

Business Administration 151. Business Processes. (F, S)(4)
Business processes, forms of business ownership, marketing, human resource management, finance, and government regulations are discussed in an overview of organizations. Basic business skills of communication, computer keyboarding, software applications, business behavior and professionalism, group processes, business math and basic quantitative analysis are emphasized. A lab is included in the course to offer further integration of basic business skills with hands-on applications. Course must be taken at Union College.

Business Administration 304. Financial & Quantitative Analysis. (F)(4)
This course introduces managerial finance as a functional area of business, including financial analysis, working capital practices, capital budgeting, corporate valuation, cost of capital and capital structure while building upon the quantitative analysis associated with the managerial financial activities of an organization in global and ethical environments. Financial and quantitative analysis will be presented in written and oral communication mediums along with the expanded use of computer application packages. A lab is included in the course to offer further integration of basic business skills with hands-on applications. *Prerequisites*: BUAD 151, ACTG 272.

Business Administration 305. Marketing & Qualitative Analysis. (S)(4)
This course introduces marketing as a functional area of business, including the movement of goods and services from producer to consumer while examining the functions of the marketing process, marketing institutions, channels of distributions, legal aspects, and policy considerations. Research, quantitative and qualitative analysis associated with the marketing activities of an organization in the global and ethical environments will be studied. Marketing, quantitative, and qualitative analysis will be presented in written and oral communication mediums along with the expanded use of computer application packages. A lab is included in the course to offer further integration of basic business skills with hands-on applications. *Prerequisite*: BUAD 151, BUAD 304.

Business Administration 306. Managerial & Leadership Analysis. (F)(4)
This course introduces management and leadership as a functional area of business, including the development of organizational plans, policies, and procedures and provides exposure to basic theoretical developments in management and leadership thought. Research and theoretical analysis associated with management activities of an organization in the global and ethical environments will be studied. Management and leadership analysis will be presented in written and oral communication mediums along with the expanded use of computer application packages. A lab is included in the course to offer further integration of basic business skills with hands-on applications. *Prerequisite*: BUAD 151, BUAD 304.

Business Administration 315. Legal & Ethical Environment of Business. (F)(3)
This course sensitizes students to the ethical implications of business activity and provides a theoretical framework within which responsible decisions can be made. The course relates the ethical considerations and legal principles of the coporations' responsibility to society. The traditional legal environment topics, such as judicial reasoning, administrative law, antitrust law, contracts, torts, agencies, real and personal property, leases, bankruptcy, and business-related laws are discussed. *Prerequisite*: BUAD 151.

Business Administration 320. Industry Analysis. (on demand)(3)
This course explores the tools and resources necessary to complete industry analyses for public and private organizations. Identification, classification, and resource access are studied.

Business Administration 335. Commerce in Literature. (S)(1)
Commerce-based literature will be discussed to promote the understanding of the texts in their historical, social, and cultural contexts. Prerequisite: BUAD 151, 304, 306; Junior Standing.

Business Administration 361. Corporate Financial Analysis. (S)(3)
This is an advanced financial case analysis course which will examine complex financial models and scenarios. This course will draw heavily upon the many financial concepts and theories covered in Business Administration 351. Topics will include: financial planning, networking capital financing, merger and acquisitions, and international managerial financial analysis. *Prerequisite*: Business Administration 304.

Business Administration 372. Human Resource Management. (S)(3)
Using a system-process model, this course discusses the various subsystems (recruitment, selection, compensation, task specification, etc.) which fall under the responsibility of the HRM function. The subsystems

are designed to provide for the efficient and effective utilization of human resources in business concerns. *Prerequisite*: Business Administration 306.

Business Administration 374. Operations Management. (F)(3)

This course utilizes the operations management decision making wheel components of quality, process, capacity, inventory, and workforce to analyze and solve both production and service enterprise problems. Topics include product management and control, process flow analysis, environment layout, forecasting, materials requirements planning, and performance improvement. *Prerequisite*: Business Administration 306.

Business Administration 376. Entrepreneurship. (S)(3)

This course provides the tools for establishing a successful entrepreneurial venture. As an applied course, students will actually begin and implement a small business by developing a business plan that includes the business purpose, competitive advantage, marketing plan, management team, facility location, and financial requirements. *Prerequisite*: Accounting 272, Business Administration 304, 305, 306.

Business Administration 400. Organizational Behavior & Teamwork Dynamics. (F)(3)

This course responds to the increasing need for cooperative skills in projects, concurrent design and engineering, interdepartmental committees, quality circles, self-managed work teams, and relationship selling. Areas to be covered include: small group dynamics; team building; cohesiveness; trust; power; role constraints; facilitative communication; and conflict resolution. Teams will perform in simulated work environments and analyze cases. *Prerequisites*: BUAD 304, 305, 306.

Business Administration 402. Business Protocol. (F)(3)

This is a study of domestic and international protocol procedures for conducting business in a global society. This course will examine customs, courtesies, lifestyle, the people, and a nation's history and government. *Prerequisite*: Business Administration 304, 305, 306. (Odd years only).

Business Administration 404. Investments. (S)(3)

Intermediate discussion of stocks, bonds, and other investments, analysis of the theories of investing, return and risk valuation of stock. The course will culminate in the management of a portfolio for various investment alternatives. *Prerequisite*: Business Administration 304. (Even years only).

Business Administration 435. Current Journal Readings. (F)(1)

Intensive study focusing on current research literature of a topic arising out of the years of study, the major, and the minor. Students will present a final written and oral presentation based on the application of learned material to current research. *Prerequisite*: BUAD 151, 304, 305, 306; Senior Standing.

Business Administration 451. Strategic Decisions. (F,S)(4)

A capstone course for Business Administration majors which attempts to bring together knowledge acquired in all of the functional areas of business (accounting, economics, finance, management, marketing and technology). Strategic decision making models will be introduced to develop the implementation of functional knowledge to life situations. A lab is included in the course to offer further integration of basic business skills with hands-on applications. *Prerequisite*: Senior status in the Business Administration or Sports Management program and the successful completion of Accounting 272, Business Administration 151, 304, 305, 306, Economics 203, 204. This course must be taken at Union College during the last semester of courses. Students must earn a grade of "C" or higher in this course.

Business Administration 485. (on demand)(1-6)

Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Business Administration 488. Business Seminar. (on demand)(3)

An advanced course of selected topics of interest in the field of Business Administration. *Prerequisite*: Business

Department major or minor with junior or senior standing and 21 credit hours in business courses.

Business Education

Business Education 431. Office Systems. (S, on demand)(3)
Emphasis is placed on an information systems approach of office proficiency, records management, internal and external office communications, information processing and administrative support services. *Prerequisite*: Business Administration 151.

Business Education 462. Methods of Teaching Business and Marketing Subjects. (F, on demand)(4)
A study of the methods, materials, and objectives in teaching business and marketing subjects in the middle and secondary school. Discussion includes teaching strategies such as questioning, lecturing, problem-solving, constructing lesson objectives, constructing valid and reliable tests, interpreting test scores and presenting lectures on video tape. *Prerequisites*: Admission to Teacher Education Program and junior standing. Students must have at least 12 hours from the Union College Department of Business. Transfer students must have permission of the instructor to take this course. This course must be taken at Union College.

Computer Information Systems

Computer Information Systems 221. COBOL Programming. (F)(3)
A study of the fundamental principles of algorithm development and structured computer programming used in solving business information systems problems, including an introduction to design and implementation documentation used by industry. Major topics include control structures, data structures, program design techniques, sequential files, modular design of algorithms, uses of bulk storage devices, random files, mater-file maintenance systems, advanced report writing and subprograms. *Prerequisite*: Business Administration 151 and one of the following: Mathematics 110 or 131 (or higher) or Accounting 271, or permission of instructor.

Computer Information Systems 241. Advanced Applications & Hardware. (on demand)(3)
A study of the fundamental concepts and terminology of computer hardware, operating systems, and advanced microcomputer applications. An advanced examination of applications for microcomputers and the role these applications play in meeting information needs will be covered. *Prerequisite:* Business Administration 151 or demonstrated computer proficiency with instructor approval.

Computer Information Systems 250. VISUAL BASIC Programming. (S)(3)
A study of the VISUAL BASIC programming language including problem definition, flowcharting, and solving problems that are adaptable to business and/or science applications. Laboratory work designed to illustrate the basic principles of structured programming in VISUAL BASIC will provide hands-on experience on microcomputers. *Prerequisite*: Mathematics 110 or higher. Computer proficiency/Business Administration 151 and Computer Information Systems 221 recommended.

Computer Information Systems 312. Computer Architecture. (S)(3)
A study of the fundamental concepts and terminology of computer architecture (including assembly languages) with emphasis on the relationships among hardware, architecture, systems software, and applications software. *Prerequisites:* Computer Information Systems 241 and Mathematics 110 or higher.

Computer Information Systems 330. Analysis & Logical Design. (S)(3)
Students with information technology skills will learn to analyze and design information systems. This course will study a range of methodologies used in analysis and design. *Prerequisites:* Computer Information Systems 241.

Computer Information Systems 350. Intermediate Programming. (F)(3)
An examination and study of fundamental principles and structured programming used to solve problems in business and the mathematics/science fields. Major topics include problem definition, flowcharting and design/implementation documentation. Specific programming languages may vary to meet current needs and trends, but may include Advanced COBOL, C, C++, or other structured programming languages. *Prerequisite*: Computer proficiency, a programming language, and Mathematics 131.

Computer Information Systems 425. Network & Telecommunications. (F)(3)
An in-depth study of data communications and networking requirements, including technologies, hardware,

and software. Emphasis is upon the analysis and design of networking applications in organizations and the management of telecommunications networks. *Prerequisite*: Computer Information Systems 330 and 350.

Computer Information Systems 450. Advanced Programming. (S)(3)
An advanced study of programming software used in society. Focus will be centered on current or leading edge programs that will better prepare students for employment in the technology fields. Languages may include Visual C++, Java, and others. *Prerequisite*: Computer Information Systems 350, with others determined by specific language used.

Computer Information Systems 485. Computer Internship. (on demand)(1-6)
Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Computer Information Systems 488. Computer Seminar. (on demand)(3)
An advanced course of selected topics of interest in the field of Computer Information Systems. *Prerequisite*: Credit hours in business courses, with other prerequisites determined by specific topics.

Marketing

Marketing 272. Personal Selling. (F)(3)
The interpretation of sales techniques and methods, prospecting customers, interviews, sales presentations, demonstrations, and closing the sale are presented.

Marketing 322. Consumer Behavior. (S)(3)
A study of the factors and principles that govern behavior and decision making patterns in the consumer marketplace. Students will study behavior that consumers display in searching for, purchasing, using, evaluating, and disposing of products, services and ideas. *Prerequisite*: Business Administration 306. (Even years only)

Marketing 370. Advertising. (S)(3)
This course provides an overview of the social, economic, and marketing environment in which advertising functions. This course will provide an in-depth coverage of advertising activities as they relate to consumer-driven mass media marketing activities. The course will focus on advertising planning and management as well as media strategies available to organizations. *Prerequisite*: Business Administration 306.

Marketing 372. Public Relations. (F)(3)
This course provides a broad understanding of the various elements of an integrated marketing communications program, with a concentration on the role of public relations. *Prerequisite*: BUAD 306

Marketing 400. Marketing Management. (S)(3)
This course examines the marketing management process and the role it plays as a bridge between buyers and sellers. The role of marketing managers as they develop, price, distribute, and promote goods and services is discussed. The use of marketing to solve business problems and achieve strategic goals is emphasized. *Prerequisite*: BUAD 304, 305, 306.

Marketing 421. Business Logistics. (F)(3)
A study of the broad field of logistics. A major emphasis will be the regulatory environments of each of the major modes of transport and the crucial nature of distribution and handling of materials in domestic and international markets. A systems approach to transportation, warehousing, material handling, packaging and other related topics will be followed. *Prerequisite*: Business Administration 306.

Marketing 485. Marketing Internship. (on demand)(1-6)
Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a satisfactory/unsatisfactory basis only.

Marketing 488. Marketing Seminar. (on demand)(3)
An advanced course of selected topics of interest in the field of Marketing. *Prerequisite*: Business major/minor with junior or senior standing and 21 credit hours in business.

Department of Educational Studies

Robert Swanson, Interim Dean of Education
Steven Turner, Undergraduate Education Department Chair
Zelma Collins, Secretary
Suzette Henshaw, Secretary

Majors: Elementary Education, Middle Grades Education, Secondary Education, Special Education.

The Educational Studies program at Union College offers undergraduate certification programs at the Elementary, Middle Grades, Secondary and Special Education levels. Graduate work in education, leading to a Master's degree or Rank I is described in the Graduate Catalog.

The undergraduate programs in Educational Studies have as their primary objective the preparation of well-educated teachers for public and private schools in Kentucky and the nation. The teacher education programs described on the following pages prepare the student to receive a Baccalaureate degree and, upon recommendation of the College, a Kentucky teacher's certificate. A student who wishes to teach in a state other than Kentucky should determine certification requirements in that state, and plan a program accordingly. Information on certification requirements in other states is available in the Career Planning and Placement Office.

Students preparing for teacher certification must be admitted to the Teacher Education Program. Up to nine hours of Education courses – they are EDUC 241, 242, 351 and 352 – may be taken prior to admission to Teacher Education. In Special Education, SPED 201 can be taken prior to admission to Teacher Education. Graduates continuing their professional preparation through the Graduate Studies Program and seeking initial certification must also be admitted to the Teacher Education Program and fulfill the requirements described in this catalog.

In conjunction with the graduate program an **Alternative Certification** track is available for those who have been hired by a school system under emergency certification. Applicants for this program should call the Educational Studies department for program details.

Teacher education at Union is an outgrowth of the liberal arts foundation of the college. We believe that a liberal arts education will strengthen prospective teachers giving them the intellectual resources needed in today's classrooms. Augmenting the **Liberal Education Core** taken by all students, Teacher education incorporates in its programs culturally important readings and films that have helped to shape our society.

Technology is also a component of the program. A disk-based **Electronic Student Portfolio** will follow the student from the first course in Education through student teaching. Students will set up their portfolios early in the program, and develop their ESPs, collecting outstanding examples of the work for faculty assessment.

Attention: the Teacher Education program is subject to regulations established by the State Department of Education and the Professional Standards Board. Those standards may supersede what is printed in this catalog. Students are strongly urged to talk with their Teacher Education advisor before registration each semester. Similarly, Union College has redesigned its liberal education core. As those changes continue students may need to make alterations to their academic/content areas.

Goals of the Teacher Education Program

The Teacher Education Program at Union College seeks to ensure the realization of the following outcomes by each student:

1. Professional Knowledge
   - develops a historical perspective of the development of American schooling
   - understands human growth and development
   - possesses knowledge of educational psychology/theories of learning
   - understands various instructional theories
   - has knowledge of special needs populations
   - understands the professional/ethical role of the teacher
   - develops a personal teaching philosophy
2. Professional Abilities
   - identifies and utilizes research to facilitate teaching
   - plans instruction
   - implements instruction
   - evaluates instruction
   - stimulates student learning
   - manages classroom effectively
   - maintains positive relations with students
   - maintains classroom discipline
   - maintains positive relations with colleagues, parents, and community
3. Professional Traits
   - practices appropriate personal/professional behavior
   - receptive to change/new ideas
   - willing to take risks/learns from successes and failures
   - strives for high levels of achievement
   - assumes multiple professional roles
   - seeks opportunities for professional growth
   - attends to special needs populations
   - values cultural diversity

Kentucky Professional Standards Board Standards

The Kentucky Professional Standards Board has adopted nine standards for beginning teachers. The goals of the Union College Teacher Education Program support and expand upon these **New Teacher Standards**:

1. The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
2. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
6. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
7. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
8. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
9. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Requirements for Admission to the Teacher Education Program

1. Student admitted to Union College.
2. **Student files an application for admission to the Program.**
3. Student signs a statement indicating his or her adherence to the Kentucky Education Professional Standards Board Code of Ethics.
4. Student completes Critical Dialogues I and II (or equivalent) with a semester grade of C or better in both courses.
5. Student completes Education 241, Introduction to Education, and Education 242, Early Involvement Internship, with a semester grade of "C" or better in both courses.
6. Student demonstrates General Education Proficiency in one of the following ways:
   A. A minimum composite score of 21 on the Enhanced American College Test (ACTE); or a minimum score of 970 on the Scholastic Aptitude Test (SAT); or a 400 on the Graduate Record Exam and a GPA of 2.50 or better. **The student must take the Praxis I test of basic skills in Reading, Writing and Mathematics**. Praxis passing scores are set by the State Department of Education.
   B. Students with a score of 18-20 on the Enhanced American College Test (ACTE); or SAT of 860-980 a GPA of 2.75 is required. **The student must take the Praxis I test of basic skills in Reading, Writing and Mathematics**. Praxis passing scores are set by the State Department of Education. Students with an ACT below 18, or below the minimum scores on the other tests must retake the test achieving the target score before admission to the Teacher Education program is granted.
7. Student completes a minimum of 30 college credit hours with a grade point average of 2.50 or better. (NOTE: Transfer students must have a 2.50 cumulative GPA for all work completed at Union College, if any, as well as an overall academic standing of 2.50, including all accepted transfer credits and Union College credits.)
8. Student presents four recommendations from faculty members, including one from the Education Department, one from their major area of study, and two others, prior to the Teacher Education Interview.
9. Student submits an up-to-date criminal record check to the Department.
10. Students completes an essay, titled "Why I Want To Be A Teacher," to validate writing proficiency.
11. Student passes a Teacher Education Interview, which evaluates the individual's ability to communicate orally.
12. The Teacher Education Committee, consisting of representatives of most disciplines must approve applicants.

The Education office has an admission packet with all necessary forms.

Students are not eligible for Education courses beyond those listed above until admitted into the Teacher Education program.

Requirements for Admission to Student Teaching

Students requesting admission to student teaching must meet all eligibility requirements (full listing obtained from the Department) and must be approved by the Director of Student Teaching and the Teacher Education Committee. Students are not eligible to begin student teaching until completion of the following:

1. Admittance to the Teacher Education Program.
2. **Completed application for student teaching by mid-term of the semester immediately preceding the term in which student teaching will occur.**
3. Validation of writing proficiency.
4. Senior standing with at least 90 semester hours of credit with a minimum cumulative GPA of 2.50 at Union College (UC coursework only), and a minimum cumulative GPA of 2.5, including all UC coursework and all accepted transfer work, if applicable. In addition, a minimum GPA of 2.50 in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan, and a minimum GPA of 2.50 in the teaching area or major are also required.
5. At least 75% of all courses successfully completed in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan, and 75% of all courses successfully completed in the teaching area or major. The appropriate Methods and Materials course (Education 432, 446 or 452) must also be completed with a grade of "C" or better.
6. Moral, social and ethical behavior that meets requirements of the College and the Kentucky Education Professional Standards Board, and a signed Kentucky Teachers' Code of Ethics statement to support such behavior.
7. Submission of a current medical examination (within the preceding 12 months) and a current tuberculosis test within the preceding twelve months.
8. Submission of a current criminal record check within the preceding twelve months and documentation of tort liability insurance coverage or waiver (it should be noted that some school systems require crime checks for the preceding 6 months).
9. Completion of institution prerequisites for time in residence and pre-student teaching field experiences (minimum of 81 hours of field-based observation and participation), and submission of a preliminary student teaching agreement (contract) with all necessary signatures.

The curriculum plans for Teacher Education are divided into three components:
Pre-professional
Professional
Academic/Content
All of these components individually require a GPA of 2.50.

No earlier than the final year of preparation for certification students must take the Praxis II test in the area and level that the student plans to teach. This test is required by the State Department of Education and they set the passing score. Most students take the test just prior to or during student teaching. You cannot be certified without Praxis II scores. Student Support Services provides study guides and test-taking strategies for both the Praxis I and Praxis II.

Elementary Education Curriculum

Elementary Education (P-5) majors need both a biological and a physical science course; each must include a laboratory. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

General Requirements

1. Union College Liberal Education Core (OR General Education transfer equivalency). **Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.**
2. Multicultural Studies (3): further multicultural options are available each semester. The Education Studies department will distribute a list of approved courses. These courses may be selected from other disciplines.

I. Pre-professional Courses for students preparing to teach Elementary Education (P-5). These courses cannot be satisfied by independent study, CLEP or pass/fail options. Minimum GPA of 2.50 required.

A. Psychology 200 – Introduction to Psychology (3)
B. Physical Education 261 – Physical Education In the Elementary School (3)
C. Art 271 – Elementary School Art (3)
D. Mathematics 203 – Math for Elementary School Teachers I (3)
E. Mathematics 204 – Math for Elementary School Teachers II (3)
F. English/Communications 351 – Critical Study of Children's Literature (3)
G. Music 373 – Elementary School Music (3)

II. Professional Preparation for students preparing to teach Elementary Education (P-5). The following requirements cannot be met by CLEP, independent study, or pass/fail options. A grade point average of 2.50 is required, and no grade below "C" is acceptable. To be eligible for Student Teaching (EDUC 433), nine of the remaining twelve courses, including EDUC 432, Methods and Materials must be completed.

A. Education 241 – Introduction to Education (3)
B. Education 242 – Early Involvement Internship (3)
C. Education 341 – Methods of Teaching Mathematics in the Elementary School (3)
(Prerequisites: Admission to Teacher Education; Mathematics 203 and 204)
D. Education 342 – Teaching Science in the Elementary Grades (3)
(Prerequisite: Admission to Teacher Education; Core Science Requirement)
E. Education 351 – Human Growth and Development (3)
F. Education 361 – Reading in the Primary Grades (3)
(Prerequisite: Admission to Teacher Education)
G. Education 362 – Teaching Reading in the Content Subjects (3)
(Prerequisite: Admission to Teacher Education)
H. Education 432 – Methods and Materials in the Elementary School (4)
(Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching)
I. Education 433 – Supervised Student Teaching in the Elementary School (12)
(Prerequisite: Admission to Teacher Education & Student Teaching; fee required)
J. Education 441 – Elementary School Social Studies (3)
(Prerequisite: Admission to Teacher Education)
K. Education 460 – Learning Theories for Educators (3)
(Beginning with the spring 2002 semester, admission to Teacher Education will be a prerequisite for Education 460.)
L. Education 488 – Professional Interaction in the Schools (3)
(Prerequisite: Admission to Teacher Education)
M. Special Education 201 – Survey of Exceptionalities (3)
(Prerequisite: Psychology 200)

Important! – Changes have been made in some curriculum plans to reflect the new Core. Those changes may NOT be reflected below. Be sure to see your advisor before registering for classes each semester.

III. Academic Emphasis. The academic emphasis component must include 21 semester hours in one of the following five options. Minimum GPA of 2.50 required.

A. English/Communications:

ENCO 221 – Introduction to Mass Communication	(3)
ENCO 222 – Introduction to Critical Studies	(3)
ENCO 311 – Intermediate Composition	(3)
ENCO 321 – Advanced Public Speaking	(3)
ENCO 351 – Critical Study of Children's Literature	(3)
ENCO 421 – History of the English Language	(3)
ENCO – Elective	(3)

B. Fine Arts/Humanities:

Art 271 – Elementary School Art	(3)
Music 121 – Intro to Music	(3)
Music 373 – Elementary School Music	(3)
Select two of the following:	
Art 371 – Art History Survey I	(3)
Art 372 – Art History Survey II	(3)
Theatre 131 – Introduction to Theatre	(3)
One Elective at the 300+ level	(3)
Music	
Philosophy	
Religion	
Theatre	
Select one of the following:	(3)
Philosophy 252 – Ethics and Society	
Religion 212 – New Testament	
Religion 231 – World Religions	

C. Mathematics Studies:

Mathematics 110 – Topics in Contemporary Mathematics	(3)
Mathematics 131 – College Algebra	(3)
Mathematics 203 – Math for Elementary School Teachers	(3)
Mathematics 204 – Math for Elementary School Teachers	(3)
Mathematics 301 – Principles of Geometry	(3)
Mathematics Elective (200 level or above)	(3)
Computer 250 – Visual BASIC	(3)

D. Sciences:

Biology 111 – Introduction to Biology	(4)
Select two courses	
Biology 232 – General Zoology	(4)
Biology 233 – General Botany	(4)
Biology 331 – Human Physiology	(4)
General Science 471 – Science Seminar	(4)
Physics 111 and 113 – College Physics and Lab	(4)
Select one of the following groups:	(4)
Physics 112-114 – College Physics and Lab	
Chemistry 111-131 – General Chemistry and Lab	
An appropriate Earth Science	(4)
(Must be approved by Education Department)	

E. Social and Behavioral Sciences
Geography 101 – Introduction to Geography (3)
History 311 – U.S. History to 1840 (3)
Or
History 312 – U.S. History Since 1840-1919 (3)
Anthropology 221 – Introduction to Cultural Anthropology (3)
Or
Sociology 131 – Introduction to Sociology (3)
Political Science 101 – American National Government (3)
Or
Political Science 231 International Politics (3)
Economics 203 – Macroeconomics (3)
Or
Economics 204 – Microeconomics (3)
Select two 200+ level electives from History, Political Science, or Sociology (6)

Middle Grades Education Curriculum

Middle Grade (5-9) majors need at least three hours each of a biological and a physical science; one must include a laboratory. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

General Requirements

1. Union College Liberal Education Core (OR General Education transfer equivalency). Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.
2. Multicultural Studies (3): further multicultural options are available each semester. The Educational Studies Department will distribute a list of approved courses. These courses may be selected from other disciplines.

I. Pre-professional Course for students preparing to teach in the Middle Grades (5-9). This course cannot be satisfied by independent study, CLEP, independent study, or pass/fail options. Minimum GPA of 2.50 required.
Psychology 200 – Introduction to Psychology (3)

II. Professional Preparation for Middle Grades Teachers (5-9). The following requirements cannot be satisfied by CLEP, independent study or the Pass/Fail option. A grade point average of 2.50 is required, and no grade below "C" is acceptable. To be eligible for Student Teaching (EDUC 443), nine of the remaining eleven courses, including EDUC 436, Methods and Materials must be completed.

A. Education 241 – Introduction to Education (3)
B. Education 242 – Early Involvement Internship (3)
C. Education 352 – Human Growth and Development in the Middle Grades (3)
D. Education 361 – Reading in the Primary Grades (3)
(Prerequisite: Admission to Teacher Education)
E. Education 362 – Teaching Reading in the Content Subjects (3)
(Prerequisite: Admission to Teacher Education)
F. Education 370 – Curriculum Development for the Middle Grades (3)
(Prerequisite: Admission to Teacher Education)
G. Education 436 – Methods and Materials for the Middle Grades (4)
(Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching)
H. Education 443 – Supervised Student Teaching in the Middle Grades (12)
(Prerequisite: Admission to Teacher Education & Student Teaching; fee required)

I. Education 460 – Learning Theories for Educators (3)
(Prerequisite: Psychology 200. Beginning with the spring 2002 semester, admission to Teacher Education will be a prerequisite for Education 460.)
J. Education 488 – Professional Interaction in the Schools (3)
(Prerequisite: Admission to Teacher Education)
K. Special Education 201 – Survey of Exceptionalities (3)

Important! – Changes have been made in some curriculum plans to reflect the new Core. Those changes may NOT be reflected below. Be sure to see your advisor before registering for classes each semester.

III. Teaching Fields. Each student will complete a minimum of 24 semester hours in two fields of study. The Kentucky Department of Education has established a new single subject, major or area option. Please see your advisor for details. Minimum GPA of 2.5 required in each teaching field.

A. English and Communication:
ENCO 221 – Introduction to Mass Communication (3)
ENCO 222 – Introduction to Critical Studies (3)
ENCO 311 – Intermediate Composition (3)
ENCO 321 – Public Speaking (3)
ENCO 352 – Literature for Adolescents and Young Adults (3)
Choose One:
ENCO 341 – Literary Types (3)
ENCO 342 – Texts in History Since 1850 (3)
ENCO 421 – History of the English Language (3)
ENCO 432 – Public Discourse in History (3)

B. Science:
Biology 111, 233, and 232 or 330; Physics 111 and 113, or 211 and 213; Chemistry 111 and 131; One of the following sequences of courses: Physics 112, 114, Chemistry 112, 132, or an earth science course to be named later.

C. Social Studies:
History 311 and 312, Geography 101, Political Science 101 or 110, Economics 203 or 204, Sociology 131 or Anthropology 221, one non-U.S. History course, a 300+ level elective from Anthropology, Economics, History, Political Science, or Sociology.

D. Mathematics:
Mathematics 110, 133, 203, 204, 301, 331, Computer Information Systems 250, and one mathematics elective (241 or above)

E. Special Education: Learning and Behavior Disorders K-12 (27)
Special Education 201, 205, 301, 305, 310, 312, 410, 412, plus Math 203, 204 and Art 271 or Music 373

Secondary Education Curriculum

Union College offers a variety of certification areas for secondary students.

Certification for grades 8 – 12 includes the following: Biology, Chemistry, Physics, English/Communication, Mathematics, and Social Studies. In accordance with state certification regulations, students wishing to teach at the secondary level must complete a content subject major or area in addition to the Secondary Education coursework. See the appropriate section of the catalog for those major requirements. To be certified in Social Studies, the area rather than the major is required.

Multi-grade certification is available in Physical Education (P-12), Health (P-12), Music (P-12), and Business Education (5-12). See appropriate sections of catalog for details.

Secondary Majors (8-12) need at least three hours each of Biology and one other science course of which one must include a lab. Those interested in Chemistry or Physics should meet with their advisor. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

General Requirements

1. Union College Liberal Education Core (OR General Education transfer equivalency). Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.
2. Multicultural Studies (3): further multicultural options are available each semester. The Education Studies department will distribute a list of approved courses. These courses may be selected from other disciplines.

I. Pre-professional Course for students preparing to teach Secondary Education (8-12). This course cannot be satisfied by CLEP or pass/fail options. Minimum GPA of 2.50 required.

Psychology 200 – Introduction to Psychology (3)

II. Professional Preparation for Secondary Teachers (8-12). CLEP, Independent Study or the Pass/Fail option will not satisfy these requirements. A grade point average of 2.50 is required and no grade below a "C" is acceptable. To be eligible for student teaching, 75% of the courses in the major or area must be completed, and six of the following seven courses, including EDUC 452, Methods and Materials must be completed.

A. Education 241 – Introduction to Education (3)
B. Education 242 – Early Involvement Internship (3)
C. Education 351 – Human Growth and Development (3)
D. Education 452 – Methods and Materials in the Secondary School (4)
(Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching)
E. Education 453 – Supervised Student Teaching in the Secondary School (12)
(Prerequisite: Admission to Teacher Education & Student Teaching; fee required)
F. Education 460 – Learning Theories for Educators (3)
(Prerequisites: Psychology 111 and admission to teacher education.
G. Education 488 – Professional Interaction in the Schools (3)
(Prerequisite: Admission to Teacher Education)
H. Special Education 201 – Survey of Exceptionalities (3)

Important! – Changes have been made in some curriculum plans to reflect the new Core. Those changes may NOT be reflected below. Be sure to see your advisor before registering for classes each semester.

Degree in Secondary Education with a Major in English/Communication

Students preparing to teach high school English must complete the English/Communication major (found on page 55), which must include ENCO 352. In addition, they take Education 362 and complete the requirements for secondary teacher certification outlined in the Education Department section. Experiences in theatre or journalism (for example, THTR 180 Theatre Practicum or participation in *Express Online*) are also valuable to prospective high school English teachers and are strongly recommended. **Note:** To meet the major and certification requirements in four years, some summer courses will be necessary.

Certification in Science and Mathematics:

Secondary certification includes Biology, Chemistry, Physics, or Mathematics. Secondary students will major in one of those fields.

Area in Social Studies:

Students completing the requirements for the Area in Social Studies will be certified to teach Social Studies. Please refer to the sections for the Department of History, Religion, Philosophy, and Ancient Languages and the Department of Social and Behavioral Sciences for more information.

An area of concentration consists of a minimum of sixty semester hours to include: 11 courses in history for a minimum of at least 31 semester hours with History 211 required as well as History 212 and four courses in U.S. history and four courses in non-U.S. history. History courses numbered 381 and 481 are special topics courses which will be offered in the area of U.S. history, non-U.S. history, or non-Western history and credit will be given in the appropriate area depending on the course content.

The remaining 27 semester hours credit must come from courses selected from the following disciplines: six hours economics (ECON 203 and 204), three hours psychology (PSYH 200), three hours anthropology (ANTH 221), three hours geography (GEOG 101), nine hours political science (PLSC 101 required, additional six hours from PLSC 231, 305, 308, 460, 470), and three hours sociology (SOCI 131).

Special Education Curriculum

Union College offers a major in Special Education leading to certification in Learning and Behavior Disorders (P-12). Appropriate PRAXIS tests must be successfully completed for certification. Majors are required to take both a biological and physical science course; one must include a lab. Also, see requirements for admission to student teaching. The new Liberal Education Core will make changes in some Education programs. Talk to you advisor on how the changes may affect you.

General Requirements

1. Union College Liberal Education Core (OR General Education transfer equivalency). Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.
2. Multicultural Studies (3): further multicultural options are available each semester. The Education Studies department will distribute a list of approved courses. These courses may be selected from other disciplines.

I. Pre-professional Courses for students preparing to teach Special Education (P-12). These courses cannot be satisfied by CLEP, independent study, or pass/fail options. Minimum GPA of 2.50 required.

MATH 203 – Mathematics for Elementary School Teachers I	(3)
MATH 204 – Mathematics for Elementary School Teachers II	(3)
Psychology 200 – Introduction to Psychology	(3)
Choose one of the following:	
ART 273 – Elementary School Art	(3)
OR	
MUSC 373 – Elementary School Music	(3)

II. Professional Preparation for Special Education Teachers (P-12). CLEP, Independent Study or the Pass/Fail option will not satisfy these requirements. A grade point average of 2.50 is required and no grade below a "C" is acceptable. To be eligible for student teaching, seven of the following nine courses must be completed.

A. Education 241 – Introduction to Education (3)
B. Education 242 – Early Involvement (3)
C. Education 341 – Methods of Teaching Mathematics in the Elementary School (3)
(Prerequisites: Admission to Teacher Education; Mathematics 203 and 204)
D. Education 351 – Human Growth & Development (3)
E. Education 361 – Reading in the Primary Grades (3)
(Prerequisite: Admission to Teacher Education)
F. Education 362 – Teaching Reading in the Content Subjects (3)
(Prerequisite: Admission to Teacher Education)
G. Education 460 – Learning (3)
(Prerequisite: Psychology 200, Beginning with the spring 2002 semester, admission to Teacher Education will be a prerequisite for Education 460)
H. Education 488 – Professional Interaction (3)
(Prerequisite: Admission to Teacher Education)

Choose one of the following:

I. Education 342 – Teaching Science in the Elementary Grades (3)
(Prerequisite: Admission to Teacher Education; Core Science Requirement)
OR
Education 441 Elementary School Social Studies (3)
(Prerequisite: Admission to Teacher Education)
J. Education 433/443/453 Student Teaching in the Special Education Setting (12)
(Prerequisite: Admission to Teacher Education & Student Teaching, fee required)

III. **Special Education Professional Preparation**. These requirements may not be satisfied by CLEP, Independent Study, or the pass/fail option. A minimum 2.5 GPA is required, and no grade below "C" is acceptable. To be eligible for student teaching, six of the following eight courses must be completed.

A. SPED 201 Survey of Exceptional Learners (3)
B. SPED 205 Characteristics & Curriculum for Exceptional Learners (3)
(Prerequisite: Admission to Teacher Education)
C. SPED 301 Assessment of Exceptional Learners (3)
(Prerequisite: Admission to Teacher Education; SPED 201)
D. SPED 305 Methods & Materials for Exceptional Learners (3)
(Prerequisite: Admission to Teacher Education; specified SPED courses)
E. SPED 310 Program Adaptations & Teaching Strategy Modifications (3)
(Prerequisite: Admission to Teacher Education; specified SPED courses)
F. SPED 312 Motivation & Management of Exceptional Learners (3)
(Prerequisite: Admission to Teacher Education; specified SPED courses)
G. SPED 410 Practical Application & Research (3)
(Prerequisite: Admission to Teacher Education; specified SPED courses)
H. SPED 412 Field Experiences (3)
(Prerequisite: Admission to Teacher Education; specified SPED courses)

Education

Students preparing for teacher certification **must be admitted to the Teacher Education** Program. Up to 9 hours from the following block of courses, EDUC 241, 242, 351 or 352 may be taken prior to admission to the Program. Students may also take SPED 201 prior to entering the Program.

Education 241. Introduction to Education. (F,S)(3)
Explores the purposes, functions, and aims of education. Students study topics that include: teaching as a profession, historical and philosophical foundations of education, the theories and influences of great education thinkers, legal aspects of education, and the funding and structure of school programs. Students also begin making entries in their Electronic Student Portfolios.

Education 242. Early Involvement Internship. (F,S)(3)
A practical course in which students are assigned to a school classroom and meet periodically to discuss and generalize their experiences. The course focuses specifically on the key aspects of the Kentucky Education · Reform Act of 1990 and the Kentucky Curriculum Frameworks. Students set-up their web-based Electronic Student Portfolios. To be taken concurrently with Education 241. A $15 fee is charged. Forty-six hours of field experience is required.

Education 341. Methods of Teaching Mathematics in Elementary School. (S)(3)
Modern methods and materials for teaching mathematics in the elementary school. *Prerequisite: Admission to Teacher Education, Mathematics 203-204.*

Education 342. Teaching Science in the Elementary Grades. (F)(3)
The student will examine science curriculum materials and activities in terms of Piaget's developmental stages. Topics will be identified that could be taught using experimental, inquiry, or discovery methods. Lesson plans will be developed using each of the three methods and activities constructed. *Prerequisite: Admission to Teacher Education; Core Science requirement.*

Education 351. Human Growth and Development. (F,S)(3)
This course focuses on basic concepts from human development from conception to death.

Education 352. Human Growth and Development in the Middle Grades. (S)(3)
This course focuses on the physical, intellectual, personal, social, and moral development of middle grades students. Influences of families, peers, school, and mass media on the are highlighted.

Education 361. Reading in the Primary Grades. (F,S)(3)
Education 361 focuses on the principles, techniques, and materials for the teaching of reading in the primary grades, with an emphasis on the methods and materials which provide for developmental and differentiated instruction. Also included will be discussion of various reading philosophies, practices, and terminology; evaluation of instructional methods and materials; independent completion of a word attack tutorial for teachers, development of a literature focus unit; reading and discussion of children's literature selections; 10 hours of observation/participation in a field placement, and in-class microteaching demonstrations. *Prerequisite: Admission to Teacher Education.*

Education 362. Teaching Reading in the Content Subjects. (F,S)(3)
Comprehension, study, and reference skills as they pertain to reading in the content subjects; emphasis on language arts and the reading-writing relationship. *Prerequisite: Admission to Teacher Education.*

Education 370. Curriculum Development for the Middle Grades. (F)(3)
This course involves tracing the history of curriculum development in the United States, as well as identifying trends in the curriculum of the middle school. It will include curriculum design, middle school terminology and techniques, social and cultural forces, political forces, programs, organization and evaluation. *Prerequisite: Admission to Teacher Education.*

Education 401. Introduction to Counseling and Guidance. (Offered periodically)(3)
Educational, sociological, and psychological foundations of counseling and guidance in schools, colleges, and related service-oriented agencies. Essential counseling and guidance services, policies, practices and procedures. *Prerequisite: Admission to Teacher Education, Psychology 200.*

Education 432. Methods and Materials in the Elementary School (F,S)(4)
Focuses on the methods and materials, and principles and practices used in primary and elementary classrooms. Emphasis will be placed on establishing the classroom environment; integrating the curriculum; utilizing developmentally appropriate practices; monitoring, assessing, and reporting student progress; and

involving the family. Also included will be discussion of philosophies, terminology, and the Kentucky Education Reform Act (KERA 90); evaluation of methods and materials; development of thematic unit, including lesson ideas, Internet activities, and an individualized learning center; and 15 hours of observation/participation in a field placement. *Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching.*

Education 433. Supervised Student Teaching in the Elementary School. (F,S)(12)
Supervised student teaching in the elementary school for a period of 12 weeks. Students will work closely with a classroom teacher, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their coursework. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites: See Requirements for Admission to Student Teaching. A fee of $125 is charged.*

Education 436. Methods and Materials for the Middle Grades. (F,S)(4)
This course focuses on instructional strategies and materials needed for releasing the potential for the middle grade student leading from concrete to abstract learning. The course will include curriculum concepts and designs, innovative activities using hands-on-experiences, techniques of writing lesson plans, the development of a unit of work, materials for journal writing, class demonstrations and evaluation. (15 hours field experience required) *Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching.*

Education 440. Early Childhood Education. (Sum)(3)
Survey of the physical, emotional, mental, and psychological development of the child under six and the role of the kindergarten teachers in working with such a child. *Prerequisite: Admission to Teacher Education.*

Education 441. Elementary School Social Studies. (F,S)(3)
This course focuses on the methods and materials, and the principles and practices needed to foster intellectual and social growth in primary and elementary school students in the area of social studies. Emphasis will be placed on appropriate and broad social studies content review, highlighting the instructional practices related to geography and history, as well as on the power of story, children's literature, and writing process, and study/reference skills as they relate to the subject of social studies instruction. Discussion of philosophies and terminology, evaluation of methods and materials, and development of a thematic unit will be included. *Prerequisite: Admission to Teacher Education.*

Education 443. Supervised Student Teaching in the Middle Grades. (F,S)(12)
Supervised student teaching in the middle school for a period of 12 weeks. Students will work closely with two classroom teachers, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their coursework. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites: See requirements for Admission to Student Teaching. A fee of $125 is charged.*

Education 452. Methods and Materials in the Secondary School. (F,S)(4)
Current teaching methods, materials, and innovations in the secondary school with directed observations, micro-teaching, and curriculum design. Internet, Power Point, and Web-paged design will also be covered. (25 hours field experience) *Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching.*

Education 453. Supervised Student Teaching in the Secondary School. (F,S)(12)
Supervised student teaching in the secondary school for a period of 12 weeks. Students will work closely with a classroom teacher, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their class work. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites: Admission to Student Teaching See Requirements for Admission to Student Teaching. A fee of $125 is charged.*

Education 460. Learning Theories for Educators. (F,S)(3)
The major focus of this course is an exploration of how individuals learn, including specific learning theories and their relation to classroom teaching. *Prerequisites: Psychology 200 and admission to Teacher Education.*

Education 468. Educational Media. (Offered periodically)(3)
Practice in operating educational media and construction of classroom materials. Emphasis on educational television use in the classroom. *Prerequisite: Admission to Teacher Education.*

Education 488. Professional Interaction. (F, S)(3)
A course dealing with the management of the classroom; and approaches to discipline. Education as it is depicted in film provides the class with examples of teachers working to solve intractable problems in schools. *Prerequisite: Admission to Teacher Education.*

Education 495. Independent Study. (F,S)(3)
Open only to advanced students in the field of Education who wish to do intensive reading in a specific interest area. *Prerequisites: Admission to Teacher Education, Twelve semester hours of Education and permission of the Department Chair.*

Special Education

Special Education 201. Survey of Exceptional Learners. (F,S)(3)
An introductory course examining characteristics, identification criteria, and teaching modifications related to the education of exceptional learners.

Special Education 205. Characteristics and Curriculum for Exceptional Learners. (3)
This course examines the specific physical, mental, emotional, social, and academic characteristics of exceptional learners and the impact each characteristic has on educational programming and curricular design.

Special Education 301. Assessment for Exceptional Learners. (3)
This course examines the formal and informal assessment of exceptional learners. Topics may include teacher-made exams, standardized tests, testing criteria, test data interpretation. *Prerequisites: Admission to Teacher Education, Special Education 201.*

Special Education 305. Methods and Materials in Special Education (3).
This course examines the selection, design and evaluation of instructional strategies and materials for exceptional learners. *Prerequisites: Admission to Teacher Education, Special Education 201, 205, 310, 312.*

Special Education 310. Program Adaptations and Instructional Strategies Modifications for Exceptional Learners. (3).
This course examines the program adaptations and instructional strategies required for full inclusion of exceptional learners. *Prerequisites: Admission to Teacher Education, Special Education 201, 205.*

Special Education 312. Motivation and Management of Exceptional Learners. (3)
This course examines a variety of motivational and classroom management theories and strategies as they relate to the exceptional learner. *Prerequisites: Admission to Teacher Education, Special Education 201.*

Special Education 410. Practical Application and Research (3)
This course in conjunction with Special Education 412 Field Experiences provides each student with the opportunity to integrate previously acquired knowledge. Course requirements include field experience activities and an applied research project. *Prerequisites: Admission to Teacher Education, Special Education 201, 205, 301. Concurrent enrollment in Special Education 412 is required unless waived by the instructor.*

Special Education 412. Field Experience (3)
This course requires fifty hours of field experience with exceptional learners in an educational setting.412 is a required course in Special Education. *Prerequisites: Admission to Teacher Education, Special Education 201, 205, 301, 305 and Concurrent enrollment in Special Education 410 is required.*

Institutional Report on the Quality of Teacher Preparation

Information provided to the Kentucky Department of Education as required by the U.S. Department of Education through Title II of the Higher Education Act.

Total number of students enrolled during 2000-2001:	150
Number of students in programs of supervised student teaching during 2000-2001:	36
Total number of supervising faculty for the teacher preparation program during 2000-2001:	9
Number of supervising faculty who were appointed full-time faculty in professional education:	5
Number of supervising faculty who were appointed part-time faculty in professional education and full-time in the institution:	0
Number of supervising faculty who were appointed part-time faculty in professional education and not otherwise employed by the institution:	4
Student / faculty ratio:	1:5
Average number of hours per week required of participation in supervised student teaching:	35
Total number of weeks of supervised student teaching required:	12
Total number of hours required:	420

Assessment Test Results

	Union Results			Statewide Results		
Type of Assessment	**No. Taking**	**No. Passing**	**Pass Rate**	**No. Taking**	**No. Passing**	**Pass Rate**
Academic Content Areas						
Elem. Ed. Curriculum Instruction	20	18	90%	983	928	94%
Eng. Lang. Lit. Comp. Content	2			118	109	92%
Eng. Lang. Lit. Comp. Essays	2			113	106	94%
Middle School English Language Arts	6			134	132	99%
Mathematics: Content Knowledge	1			49	48	98%
Math Proofs Models Problems Part 1	1			49	49	100%
Middle School Mathematics	5			96	96	100%
Social Studies: Content Knowledge	1			133	128	96%
Social Studies: Interpret Materials	1			122	121	99%
Middle School Social Studies	5			141	134	95%
Physical Ed.: Content Knowledge	2			116	103	89%
Physical Ed.: Analysis and Design	2			113	109	96%
Business Education	4			53	51	96%
Music Concepts and Processes				94	81	86%
Music Content Knowledge				97	92	95%
Biology Content Knowledge Part	1	1		42	33	79%
Biology Content Essays	1			41	39	95%
Teaching Special Populations						
Application of Core Principles	4			241	220	91%
Behavioral/Emotional	4			120	106	88%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	40	35	88%	1895	1758	9%
Aggregate - Teaching Special Populations	4			248	214	86%
Summary Totals and Pass Rates	41	37	90%	2112	1960	93%

Note: Pass Rates are not reported if less than 10 students from the institution took the assessment.

Department of English, Communication, and Modern Languages

Christine Marley-Frederick, Department Chair

Major: English/Communication
Minor: English/Communication

Goals and Objectives

"Make connections; let rip; and dance where you can" (Annie Dillard).

This statement by Annie Dillard sums up the goals of study in English and Communication. Through study of texts, ranging from poetry to television commercials, and practice of thinking, writing, speaking, and listening, students become better prepared for the demands of a changing world. Graduates find careers in a variety of fields, including teaching, business and industry, public relations, and journalism. In addition, this major and minor provide excellent preparation for graduate study.

Upon graduation from Union College with a major in English/Communication, students should be able to:

1. Produce texts, including written, oral, and graphic, that follow the conventions of standard English usage where appropriate, that are clear, organized, developed, and thoughtful, and that demonstrate awareness of audience.
2. Interpret texts with understanding, appreciation, and judgment.
3. Discuss texts in their historical, social, and cultural contexts.
4. Demonstrate knowledge of the nature and functions of language and communication.
5. Demonstrate knowledge of the history of communication and of the English language.
6. Demonstrate knowledge of the major traditions of English and American literature and their interdisciplinary connections.
7. Continue to learn through reading, speaking, and writing.

NOTE: This is a new major, and the new courses will be phased in gradually, beginning in Fall 2002. The 2000-01 English major, minor, and area and Communication major will not be supported after Summer 2004. Students entering Union College before Fall 2001 or who expect to graduate before Spring 2005 should consult the 2000-01 Union College Catalog for requirements in the separate majors.

Assessment Procedures

Each senior in this program will be asked to compile a portfolio of work he or she has done in courses in the liberal education core and in the major and to write a short analysis of his or her work. This analysis should include a statement explaining why the chosen pieces were included in the portfolio and what they show about the student's improvement as he or she has progressed through the program. The portfolio is due two weeks before the spring Assessment Day, when each graduating senior will be interviewed by a departmental team as part of the process of assessing whether departmental goals are being met.

Bachelor of Arts with a Major in English/Communication

In addition to the following courses (47 semester hours), students complete the B.A. language requirement, which may be fulfilled by completing the equivalent of four semesters of a single foreign language (not native to the student) or two semesters of each of two foreign languages.

ENCO 221	Introduction to Mass Communication	3
ENCO 222	Introduction to Critical Studies	3
ENCO 311	Intermediate Composition	3
ENCO 321	Advanced Public Speaking	3
ENCO 322	Persuasion	3
ENCO 341	Literary Types	3
ENCO 342	Texts in History, 1800-present	3
Two "cultural group" courses, to be chosen from		6
ENCO 351	Critical Study of Children's Literature	
ENCO 352	Literature for Adolescents and Young Adults	
ENCO 425	African-American Literature	
Two "readings" courses:		
ENCO 371-372	Texts and Themes	2
One advanced "production" course from		3
ENCO 401	Advanced Composition	
or		
ENCO 411	Composition for Teachers	
ENCO 421	History of the English Language	3
ENCO 432	Public Discourse in History	3
ENCO 442	Texts in History, before 1800	3
ENCO 471	Shakespeare	3
ENCO 472	Capstone Seminar	3

Requirements for a Minor in English/Communication

The minor in English/Communication consists of 24 hours, which must include ENCO 221, ENCO 222, and six more three-hour courses with the ENCO designation.

Degree in Secondary Education with a Major in English/Communication

Students preparing to teach high school English must complete the major above, which must include ENCO 352. In addition, they take Education 362 and complete the requirements for secondary teacher certification outlined in the Education Department section. Experiences in theatre or journalism (for example, THTR 180 Theatre Practicum or participation in *Express Online*) are also valuable to prospective high school English teachers and are strongly recommended. **Note:** To meet the major and certification requirements in four years, some summer courses will be necessary.

English/Communication

ENCO 221. Introduction to Mass Communication. (F)(3)

Examines the history and significant theories of mass communication. This course enhances media literacy and oral and written communication skills through exercises and oral and written activities applied to the mass media.

ENCO 222. Introduction to Critical Studies. (S)(3)

An introduction to the theories, practices, and habits of literary and cultural criticism, with specific texts drawn from such traditional areas of inquiry as literature, film, and rhetoric and from such emerging areas as consumer culture and folktale. *Prerequisite*: ENCO 221. *Corequisite*: INLA 202.

ENCO 311. Intermediate Composition. (F)(3)
A writing course designed to reinforce and expand expository writing skills with an emphasis on writing as process. *Prerequisite*: junior standing.

ENCO 321. Advanced Public Speaking. (F)(3)
This course provides advanced practice in oral presentations. Speaking assignments and discussions focus on context and audience driven elements of speaking and the comparison and contrast of these elements in different situations. Assignments will include business/professional speaking, teaching/training, policy/political speaking, and debate. *Prerequisite*: junior standing.

ENCO 322. Persuasion. (S)(3)
Examines classical and contemporary theories of rhetoric, persuasion, propaganda, and the processes involved in attitudinal change. Texts from a variety of media (novels, newspapers, television, film, etc.) addressing a variety of topics (politics, religion, social causes, etc.) will be explored. *Prerequisite*: ENCO 222.

ENCO 341. Literary Types. (F)(3)
Readings in one literary type such as poetry, drama, the novel, short story, or essay promote understanding and interpretation of texts through genre characteristics. May be repeated for credit for focus on a different genre. *Prerequisite*: ENCO 222.

ENCO 342. Texts in History, 1800-present. (S)(3)
Focus on a specific time period since 1800 promotes the understanding of texts in their historical, social, and cultural contexts. *Prerequisite*: ENCO 222.

ENCO 351. Critical Study of Children's Literature. (F)(3)
The course focuses on texts intended for children (up to about age 12) in their literary, historical, and cultural contexts. *Prerequisite*: ENCO 222. (Odd years only.)

ENCO 352. Literature for Adolescents and Young Adults. (S)(3)
The course focuses on texts intended for adolescents and young adults (ages about 11-18) in their literary, historical, and cultural contexts. *Prerequisite*: ENCO 222. (Odd years only.)

ENCO 371-372. Texts and Themes. (F-S)(1-1)
Students will help choose texts for discussion, related to an announced topic or figure studied in the core courses. *Prerequisite*: ENCO 222.

ENCO 401. Advanced Composition. (F)(3)
Writing competency is reinforced by further developing what has been learned in previous writing courses. The instructor will assign factual narratives, autobiographies, or other significant writing projects. *Prerequisite*: ENCO 311.

ENCO 411. Composition for Teachers. (F)(3)
Discussion and practice of the writing process; the writing portfolio; technology in the writing classroom; and other issues of concern to class members, such as evaluation of student writing, research and documentation, grammatical correctness, and writing for various media. *Prerequisite*: ENCO 311.

ENCO 421. History of the English Language. (F)(3)
A study of the origins and development of the English language and its grammar from Anglo-Saxon times to the present. *Prerequisite*: ENCO 222.

ENCO 425. African-American Literature. (S)(3)
A critical and historical study of the development of African-American literature in its various forms (slave narrative, essay, folk-tale, short story, poetry, novel, and drama) from its beginning to the present. (Even years only.) *Prerequisite*: ENCO 222.

ENCO 432. Public Discourse in History. (S)(3)
This course is designed to encourage appreciation of the rhetorical legacy, nature of the audience, ethics of persuasion, and power of public advocacy. Students will examine significant speakers and speeches in one of three time periods: Ancient Greece and Rome, the Golden Age of Public Speaking (approximately 1750-1850), or Modern Times (the 1960s to present). *Prerequisite*: ENCO 321.

ENCO 442. Texts in History, pre-1800. (S)(3)
Focus on a specific time period before 1800 promotes the understanding of texts in their historical, social, and cultural contexts. *Prerequisite*: ENCO 222.

ENCO 471. Shakespeare. (F)(3)
A critical approach to selected histories, comedies, and tragedies, focusing on historical context, the plays as cultural phenomena, and timeless human, literary and dramatic qualities. *Prerequisite*: ENCO 222.

ENCO 472. Capstone Seminar. (S)(3)
Intensive study of a topic arising out of the four years of study in the core and the major. In this course, each student will complete the portfolio and the "life philosophy document" that sums up his or her ideas of learning.

ENCO 485. Internship (on demand)(up to 4)
Professional experience with focus on gaining experience in writing, editing, design, advertising, or photography. *Prerequisites*: Fourteen credit hours in ENCO courses, junior or senior status, and permission of English department chair.

ENCO 495. Independent Study. (on demand)(3)
Intensive individual work under supervision, in some phase of English, American, or world literature, communication, or composition not otherwise covered in the curriculum. *Prerequisites:* Twenty-four credit hours in ENCO courses and permission of English department chair. May be repeated for credit.

French

The program offers the opportunity to gain understanding of France and its culture as well as a basic knowledge of the French language. Students offering more than one entrance unit in French and students transferring from other colleges should consult with the instructor before registering for any course in French.

French 111. Elementary French I. (F)(3)
Basic French grammar; simple reading, practice in the oral and written language. Not open to students with two or more years of French study or experience.

French 112. Elementary French II. (S)(3)
Continuation of French 111. *Prerequisite:* French 111 or equivalent.

French 211. Intermediate French I. (F)(3)
More detailed study of grammatical structure; study of important literary works; individual collateral reading tailored to the student's interests. *Prerequisite:* French 112 or equivalent.

French 212. Intermediate French II. (S)(3)
Continuation of French 211. *Prerequisite:* French 211 or equivalent.

French 331. French Civilization. (on demand)(3)
The economic, social, and cultural development of France, French contributions to world civilization. May not count toward fulfillment of the language requirement. No knowledge of French required.

French 495. Independent Study. (on demand)(3)
Intensive independent study of some aspect of French literature or civilization. May be repeated for credit. *Prerequisite*: Permission of English department chair.

Spanish

The program offers the opportunity to gain understanding of Spanish culture as well as a basic knowledge of the Spanish language. Students offering more than one entrance unit in Spanish and students transferring from other colleges should consult with the instructor before registering for any course in Spanish.

Spanish 111. Elementary Spanish I. (F)(3)
Basic Spanish grammar; simple reading, practice in the oral and written language. Not open to students with two or more years of Spanish study or experience.

Spanish 112. Elementary Spanish II. (S)(3)
Continuation of Spanish 111. *Prerequisite:* Spanish 111 or equivalent.

Spanish 211. Intermediate Spanish I. (F)(3)
More detailed study of grammatical structure; study of important literary works; individual collateral reading tailored to the student's interests. *Prerequisite:* Spanish 112 or equivalent.

Spanish 212. Intermediate Spanish II. (S)(3)
Continuation of Spanish 211. *Prerequisite:* Spanish 211 or equivalent.

Department of Wellness, Human Performance and Recreation

Debora D'Anna, Department Chair

Majors: Health, Physical Education, Recreation Management and Sports Management
Minors: Athletic Training

Athletic Training

ATHT 101	Introduction to Athletic Training	(3)
ATHT 201	Injury Recognition I	(3)
ATHT 231	Injury Recognition II	(3)
ATHT 271	Therapeutic Modalities	(3)
ATHT 371	Therapeutic Rehabilitation	(3)
PHED 425	Psychological Foundations of Sport and Human Performance	(3)
WELL 340	Physiology and Anatomy	(3)
WELL 361	Principles of Nutrition	(3)

Recommended but not required:

PHED 410	Exercise Physiology	(3)
PHED 421	Kinesiology	(3)
WELL 131	First Aid and Safety Education	(3)
WELL 278	Life Choices	(3)

Athletic Training 101. Introduction to Athletic Training. (F)(3)
Practical study and evaluation of various methods of conditioning. Emphasis on preventive and protective measures, practical study involving basic principles of massage, bandaging, strapping, and first aid. Analysis of the instruction and operation of the training room.

Athletic Training 151. Athletic Training Practicum I. (S)(1)
This course expands on the various taping, wrapping, padding and splinting techniques used in the training room and on the fields of competition. *Prerequisite*: Athletic Training 101.

Athletic Training 201. Injury Recognition I. (S)(3)
This course will expand the aspects of Introduction to Athletic Training. Special emphasis will be placed on the evaluation of lower extremity injuries. *Prerequisite*: Athletic Training 101.

Athletic Training 231. Injury Recognition II. (F)(3)
Continued expansion of the prevention and care of athletic injuries with special emphasis placed on the evaluation of upper extremity injuries. *Prerequisite*: Athletic Training 201.

Athletic Training 232. Athletic Training Practicum II. (F)(1)
This course develops the skills needed in the recognition and treatment of emergency and life threatening situations. CPR certification will be obtained. *Prerequisite*: Athletic Training 151.

Athletic Training 271. Therapeutic Modalities. (S)(3)
This course focuses on the techniques, the indications, and the contra-indications of therapeutic modalities in the clinical and athletic training setting. Use of electrical muscle stimulation, ultrasound, hydroculators, and thermal and cold modalities will be included. *Prerequisite*: Athletic Training 231.

Athletic Training 371. Therapeutic Rehabilitation. (S)(3)
The techniques of rehabilitation program development and the application of rehabilitation procedures of athletic injuries will be explored. Includes the proper application of isokinetic, isometric, and isotonic equipment. *Prerequisite*: Athletic Training 231.

Athletic Training 372. Athletic Training Practicum III. (S)(1)
This course further explores and develops the knowledge of injury assessment, treatment, and rehabilitation of athletic injuries. *Prerequisite*: Athletic Training 232.

Athletic Training 431. Seminar in Athletic Training. (F)(3)
Intensive study and research pertaining to the field of athletic training and sports medicine in preparation for the National Athletic Trainer's Association certification test. *Prerequisite*: Athletic Training 231.

Athletic Training 432. Athletic Training Practicum IV. (F)(1)
This course investigates the special needs of the female, the young, and the physically challenged athlete. *Prerequisite*: Athletic Training 372.

Athletic Training 451. Internship in Athletic Training. (F,S)(3)
Supervised athletic training in a school, college, or clinic setting. *Prerequisite*: Athletic Training 432.

Health (Wellness)

Students preparing to teach in Kentucky will receive both elementary and secondary certification by fulfilling the requirements of this program and passing the National Teachers Examination (NTE). It is strongly recommended that those students pursuing teaching certification in physical education also pursue a health major.

WELL275	Foundations of Health Science	(3)
WELL 278	Life Choices I	(3)
WELL 279	Life Choices II	(1)
WELL 311	Health Education K-12	(3)
WELL 340	Physiology and Anatomy	(3)
WELL 350	Administration of Public Health	(3)
WELL 361	Principles of Nutrition	

Health Electives: 12 hours

WELL 131	First Aid and Safety	(3)
WELL 252	Mental Health	(3)
WELL 272	Drugs and Society	(3)
WELL 451	School and Community Workshop	(3)
WELL 461	Nutrition for Special Needs	(3)
WELL 475	Critical Areas of Health	(3)
WELL 485	Field Experience in Health	(3-6)
WELL 495	Independent Study	(3-4)

Students not majoring in Physical Education must also take: PHED 351 Test and Measurements

Requirements for a Minor in Health Education: Twenty-one semester hours, which must include WELL 274, 279, 311, 340, 361 or 461, and 475. Students not majoring in Physical Education must also take PHED 351.

WELL 131. First Aid and Safety Education. (on demand)(3)
Designed to aid the student in developing an understanding of the basic principles of accident prevention as applicable to the home, the highway, and the school. First aid measures for various injuries and illnesses are discussed and practiced.

WELL 252. Mental Health. (F)(3)
Basic needs for mental and emotional health. Emphasis on curriculum content and teaching aspects of mental health, and a more thorough understanding by the prospective teacher of mental health issues including stress and lifestyle, gender differences, life/death decisions, suicide and child abuse. (Even years only.)

WELL 272. Drugs and Society. (S)(3)
The effect of drug use and abuse on the individual and society. Strategies for making intelligent decisions regarding drugs will be discussed. Drugs and the sporting society will also be included. (Odd years only.)

WELL 275. Foundations of Health Science. (F)(3)
This course involves a study of the history, foundational disciplines, and principles that led to the establishment of health education. The role of health education in the present health care system is also studied.

WELL 278. Life Choices. (F,S,Sum)(3)
The study of health related factors enabling intelligent decisions as they relate to the physical, mental, and social health of self, family, and community at present and for the future.

WELL 279. Life Choices II. (F,S,Sum)(1)
The course will focus on putting a wellness plan into action. The student will design and implement a wellness plan.

WELL 311. Health Education —K-12. (S)(3)
The experiences, activities, and instruction of elementary and secondary students that lead to intelligent self-direction of health behavior.

WELL 340. Physiology and Anatomy. (F)(3)
A study of cellular construction, tissues, organs, and systems of the human body. A study of the functions of these organs and systems as it deals with health and physical education discipline.

WELL 350. Administration of Public Health. (S)(3)
This course involves a study of the leadership qualities and the basic guidelines for administrating a public health program. It includes basic concepts, administrative guidelines, and roles of public health officials, public health laws, and developing a master plan.

WELL 361. Principles of Nutrition. (F,Sum)(3)
A study of the composition, nutritive value, and utilization of food.

WELL 451. School and Community Health Workshop. (Sum)(3)
Reveals the relationship needed between the school and community to promote the total health of the population. Speakers are secured from official agencies, voluntary agencies, professional agencies, sponsored agencies, and other colleges. Small groups are utilized for discussion, field trips, and study through audio-visual aids.

WELL 461. Nutrition for Special Needs. (S)(3)
A course focusing on the nutrition needs through the life cycle, energy metabolism, and therapeutic applications of nutrition.

WELL 475. Critical Areas in Health. (F)(3)
Specific health problems confronting society today with particular reference to secondary age students.

WELL 485. Field Experiences in Health. (F,Sum)(3-6)
A directed field experience in some phase of health, with consideration given to both the needs and interests of the student. Opportunities will be available for practical experiences in the school situation, official health agencies, and voluntary agencies.

WELL 495. Independent Study. (F,S,Sum)(1-3)
Independent study for advanced students only.

Physical Education

Students preparing to teach in Kentucky will receive both elementary and secondary certification by fulfilling the requirements of this program and passing the National Teachers Examination (NTE).

Physical Education – with teaching certification (40 hours)

HMPF 435	Social Psychology of Sport and Human Performance	(3)
PHED 241	History and Philosophy of Physical Education	(3)
PHED 261	Physical Education in the Elementary School	(3)
PHED 275	Principles of Elementary Movement Forms	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)

PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 461	Physical Education in the Secondary School	(3)
	Four Physical Education Service Courses	(4)
WELL 340	Physiology and Anatomy	(3)

Physical Education – non-teaching (34 hours)

HMPF 435	Social Psychology of Sport and Human Performance	(3)
PHED 241	History and Philosophy of Physical Education	(3)
PHED 321	Recreational Leadership	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
WELL 340	Physiology and Anatomy	(3)
Four Physical Education Service Courses		(4)

A maximum of eight semester hours of service courses may be credited toward graduation. Physical education majors must take four service courses. This is the maximum that can be applied to a major, but others may be taken as electives. The following service courses also meet the elementary and secondary requirement for physical education.

Physical Education 111. Beginning Swimming (Non-swimmers only). (F,S,Sum)(1)

Physical Education 112. Intermediate Swimming. (F,S,Sum)(1)

Physical Education 113. Lifeguard Training. (S)(1)
Advanced techniques of water safety and rescue. American Red Cross certification awarded to those who qualify. Cardiopulmonary resuscitation certification also awarded to those who qualify. *Prerequisite*: Successful completion of a swimming skills pre-test or permission of the instructor.

Physical Education 121. Team Sports. (F)(1)

Physical Education 122. Volleyball. (F,S)(1)

Physical Education 132. Golf. (F,S)(1)

Physical Education 133. Tennis and Badminton. (F,S,Sum)(1)

Physical Education 134. Personal Fitness and Aerobic Activities. (F,S)(1)

Physical Education 136. Weight Training. (F)(1)

Professional Courses

Human Performance 435, Social Psychology of Sport and Human Performance. (F)(3)
The study of the sociological and psychological factors which influence the acquisition and performance of motor skills as well as the sociological and psychological benefits of exercise. This course has replaced PHED 360 and 425.

Physical Education 201. Theories of Coaching Football. (F,Sum)(3)
The practical study of the game of football, as it applies to the coach and player. A study of the fundamental skills, principles and concepts. (Odd years only.)

Physical Education 202. Coaching Men's and Women's Basketball. (F,Sum)(3) (Even years only.)

Physical Education 204. Coaching Baseball and Softball. (S,Sum)(3)

Physical Education 241. History and Philosophy of Physical Education. (S)(3)
From primitive man through the present, with particular emphasis on Greek physical education, European systems and development of physical education in North America. Some research into the history of various sports.

Physical Education 261. Physical Education in the Elementary School. (F,M,Sum)(3)
The role of the classroom teacher in physical education. Emphasis is placed on the application of game, movements, exploration, rhythms and self testing. Included are screening procedures for the assessment of motor development.

Physical Education 275. Principles of Elementary Movement Forms. (F)(3)
An experience in discovering the principles behind basic movement forms at the elementary physical education level. Various movement theories and concepts will be explored and examined on the cognitive and kinesthetic bases.

Physical Education 321. Recreational Leadership. (S)(3)
Leadership techniques in music, social games, arts and crafts, dramatics, camping, nature, and sports. Designed to aid students in enriching their own leisure time and to prepare for leadership in teaching, full-time Christian service and social service.

Physical Education 340. Motor Development. (F)(3)
An examination of an individual's motor development across the lifespan. Particular emphasis will be placed on the effect physical activity has on growth and development.

Physical Education 351. Tests and Measurements in Health and Physical Education. (S)(3)
Evaluating health and physical education by the construction and administration of tests. Emphasizes reliability, objectivity, validity of tests and grading systems.

Physical Education 361. Organization and Administration of Physical Education and Athletics. (S)(3)
Administration of physical education and athletic programs in schools, with special emphasis on philosophy and leadership styles. Includes budget and finance, office management, curriculum development, facilities, legal factors and public relations.

Physical Education 410. Exercise Physiology. (S)(3)
The effects of exercise and physical activity on various systems of the human body. Laboratory activities included. *Prerequisite*: WELL 340 or permission of the instructor.

Physical Education 420. Physical Education for the Exceptional Child. (F)(3)
Health conditions, which require the physical education program to be adapted to meet the needs of individuals with handicapping conditions, will be studied. Additional emphasis on national, state and local agencies designed to help meet the needs of these individuals. Some work with a local, exceptional population may be required.

Physical Education 421. Kinesiology. (S)(3)
An analysis of human motion and its relation to athletic and gymnastic activities; practical application of these principles. *Prerequisite:* WELL 340 or permission of the instructor.

Physical Education 461. Physical Education in the Secondary School. (F)(3)
Topical areas such as philosophy, teacher certification, competencies, and professional activities will be covered. Curriculum construction, instructional methods, class management and techniques for teaching specific activities will be considered as they relate to the secondary level.

Physical Education 471. Sports Management Internship. (F,S,Sum)(6)
Supervised sports management experience in a related setting.

Physical Education 495. Independent Study. (F,S,Sum)(3)
Independent work for advanced students only.

Recreation Management

The educational objective of this curriculum is to provide men and women with the knowledge, skills, and confidence to handle a wide array of professional opportunities now available in outdoor/ wilderness and commercial recreation as well as the preparation for life long involvement in leisure activities.

The Recreation Management Degree program will require that students complete a core program and to select an area of concentration in either Wilderness and Park Management, Outdoor Experiential Education, or Commercial Recreation (to be added at a future date).

Our students will also be required to complete an internship in their concentration and a minor in a supporting field.

This degree will prepare our graduates for careers in recreation program management, club management, outdoor recreation, experiential education, wilderness/park management and resort recreation.

Wilderness and Park Management

RECM 111	Introduction to Recreation and Leisure	(3)
RECM 130	Wilderness Survival	(3)
RECM 201	Principals of Outdoor Recreation	(3)
RECM 250	Recreational Programming	(3)
RECM 237	Expedition Planning	(3)
RECM 333	Recreation Visitor Behavior	(3)
RECM 361	Readings 1 in Recreation Management	(1)
RECM 362	Readings 2 in Recreation Management	(1)
RECM 370	Park Planning and Design	(3)
RECM 410	Wilderness Conservation, Policy and Management	(3)
RECM 425	Recreation Resource Planning	(3)
RECM 444	Recreation Research Methods	(3)
RECM 450	Senior Seminar	(3)
RECM 475	Philosophy of Recreation Management	(3)
RECM 480	Environmental Ethics	(3)
RECM 485	Recreation Management Internship	(6)

Outdoor Experiential Education

RECM 111	Introduction to Recreation and Leisure	(3)
RECM 130	Wilderness Survival	(3)
RECM 201	Principles of Outdoor Recreation	(3)
RECM 235	Wilderness Adventure and Education	(3)
PHED 321	Recreational Leadership	(3)
RECM 333	Recreation Visitor Behavior	(3)
RECM 361	Readings 1 in Recreation Management	(1)
RECM 362	Readings 2 in Recreation Management	(1)
RECM 370	Park Planning and Design	(3)
RECM 411	Interpretive Methods	(3)
RECM 444	Recreation Research Methods	(3)
RECM 450	Senior Seminar	(3)
RECM 465	Environmental Education	(3)
RECM 475	Philosophy of Recreation Management	(3)
RECM480	Environmental Ethics	(3)
RECM 485	Internship	(6-12)

Electives

RECM 131	Mountain Biking	(1)

RECM 132	Fly Fishing	(1)
RECM 135	Canoe/ Kayak	(1)
Additional Course Suggestions		
BIOL 232	Zoology	(4)
BIOL 233	Botany	(4)

The total number of hours for the major is 47-53 depending on how many semester hours the student takes beyond the minimum required for the internship.

RECM 111. Introduction to Recreation and Leisure. (F)(3)
The study of recreation and leisure services as governmental/social responsibilities with local and national economic impact. The course will include an overview of such varied fields as travel and tourism, fitness programming, entertainment and the arts, and adventure education.

RECM 130. Wilderness Survival. (F,S)(3)
Explores the skills required for survival in the wild. Land navigation, survival (air, shelter, water and food) and wilderness first aid skills will be covered. This course will include off campus class sessions.

RECM 131. Mountain Biking. (S)(F)(1)
Introduce students to the specific skills required to explore the back country by mountain bike. Topics covered will include: bike fit, trail riding, environmental issues, bike design and repair, and route planning. *Prerequisite:* RECM 130 Wilderness Survival or permission of instructor

RECM 132. Fly Fishing. (S)(M)(1)
This course is designed to provide a foundation in basic casting skills, fish habitat, basic entomology, fly tying and rod construction.

RECM 135. Canoe and Kayaking. (S)(1)
Introduction to the basic skills and techniques required for safe and enjoyable river and lake travel by canoe and kayak. *Prerequisite:* RECM 130 or permission of instructor.

RECM 201. Principles of Outdoor Recreation. (S)(3)
Study of the free-time outdoor recreational pursuits in which the activities are acted out for their own sake and in which there is an interaction with an element of nature. The nature of play, ritual and leisure within a structured entity, and its management will be examined.

RECM 235. Wilderness Adventure and Education. (F,S,Sum)(3)
This course introduces the student to ropes and challenge courses, rappelling, rock climbing, cave exploration and backcountry recreation both in theory and practical application. Students will learn to plan, organize and lead various exercises. *Prerequisite*: RECM 130 or permission of instructor.

RECM 237. Expedition Planning. (F)(3)
This course explores backcountry travel and living, particularly in the context of extended expeditions. Topics covered include hiking, backpacking, backcountry nutrition, trip planning and low impact/leave no trace camping. Of necessity, the course will also deal to varying degrees with wilderness leadership, ethics and land-use policies. Depending upon the interests and preferences of the members of the class, the course may delve into specific skills needed for multi-day backcountry excursions involving water travel, bicycle touring, horse packing and extreme-environment travel.

RECM 250. Recreational Programming. (S)(3)
The program is what recreation is about. This course will cover the planning process as a logical problem solving system covering needs analysis, population identification, design, implementation and program evaluation.

RECM 333. Recreation Visitor Behavior. (F)(3)
Examining the social-psychological principles at work when people recreate. This course is essentially the study or recreation and leisure behavior as it impacts the planning, design and management of recreation opportunities. Special consideration will be given to the effect of human behavior on natural environments. *Prerequisite:* PSYH 200 or SBSC 101 or 102.

RECM 350. Recreation Administration and Leadership. (S)(3)
This course is designed to prepare students for the management of safe and environmentally responsible outdoor programs. Topics will include: risk management, leadership styles, environmental education, marketing and promotion, scheduling and program development, and business planning, financing and budgets. *Prerequisite*: Average of C in RECM courses.

RECM 361. Readings 1 in Recreation Management. (F)(1)
Students will interpret seminal works in the recreation management field. Discussion will focus on understanding the different aspects of recreation management through the lens of the core curriculum.

RECM 362. Readings 2 in Recreation Management. (S)(1)
This is the second leg of the readings sequence, designed to introduce the recreation management student to the depth and complexity of the field and to let the student explore areas of particular interest to him or her.

RECM 370. Park Planning and Design. (F)(3) Every other year.
This course covers a number of basic planning and design principles such as line, texture, form and scale. Additional attention will be given to the interaction between the visitor and the park with issues such as visitor behavior, circulation, crowding and site analysis and design. *Prerequisite*: RECM 333: Recreation Visitor Behavior or permission of instructor.

RECM 410. Wilderness Conservation, Policy and Management. (S)(3) (Every other year)
Study of the historical, philosophical and legislative background for the development and management of our national system of wilderness and other protected lands. Inherent in this study is knowledge of ecosystems, basic wilderness management principles and visitor behavior. *Prerequisite:* RECM 333 Recreation Visitor Behavior and a C average in RECM classes or permission or instructor.

RECM 411. Interpretive Methods. (F)(3)
This course covers the basic principles of interpretation/education in the natural setting that contribute to the leisure experience and as part of natural and cultural resource management. Communication, educational and media skills will be demonstrated through instructor and student organized applications. *Prerequisite:* C average in RECM classes or permission of instructor.

RECM 425. Recreation Resource Planning. (F)(3)
A comprehensive introduction to the process of planning natural resource areas for recreation use. Special attention will be given to the decision-making process involved in managing lands held in the public domain. Techniques used to handle the concerns of multiple constituencies will be addressed through selected case studies

RECM 444. Recreation Research Methods. (S)(3)
A survey of the techniques and procedures for conducting various from of recreation survey research. This course will examine both qualitative and quantitative data collection techniques. Additionally, students will be expected to illustrate their understanding of assorted statistical methods.

RECM 465. Environmental Education. (S)(3)
As environmental education becomes more prevalent in public recreation management, professionals in the field must be prepared to integrate a new bundle of learning objectives into their recreation plans. This course combines theory and application, from discussing the origins of environmental education to putting into practice assorted techniques, strategies and lesson plans for multiple environmental education programs.

RECM 450. Senior Seminar. (F)(3) (As needed)
A discussion-based course, in which a thorough review of past and present issues relevant to the field or recreation management is covered. May be repeated for credit as long as the topics are different. *Prerequisite:* 12 credit hours in RECM and a C average in the classes or permission of instructor.

RECM 475. Philosophy of Recreation Management. (S)(3) (Every other year)
A career in recreation management is one of magnificent responsibilities and rewards. Developing a professional philosophy is a necessity for a fulfilling career. At the heart of recreation management are the philosophical ideals of excellence, care, equity and respect for self and to others. *Prerequisite:* 12 credit hours of RECM classes and C average in the courses or permission of the instructor.

RECM 480. Environmental Ethics. (S)(3) (Every other year)
Environmental ethics is a principled attempt to redefine the boundaries of ethical obligation. This class will introduce the student to a wide range of environmental ethical theories and philosophies. Among the topics covered will be property rights, anthropocentrism vs. biocentrism, animal rights, utilitarian conservation, deep ecology, ecofeminism, and social ecology. *Prerequisite*: PHIL252 or permission of instructor.

RECM 485. Recreation Management Internship. (F)(S)(SU)(6-12)
Supervised recreational internship in an outdoor/park setting for a 12-week period. Application shall be made by mid-term of the preceding semester. *Prerequisite:* Minimum 2.5 grade point average in RECM coursework.

Sports Management

The Sports Management Program is designed for individuals interested in pursuing a career in a sports management related field. Opportunities for careers exist with professional sports teams, YMCA's, health clubs, sporting goods sales and athletic management. Two options within the program are available.

Sports Management – Health/Fitness Option (65 hours)

This is for the individual who desires to become involved as an instructor in a YMCA, health, or fitness club.

ACTG 271, 272	Principles of Accounting	(6)
BUAD 151	Business Processes	(4)
BUAD 304	Financial & Quantitative Analysis	(4)
BUAD 305	Marketing & Qualitative Analysis	(4)
BUAD 306	Managerial & Leadership Analysis	(4)
BUAD 376	Entrepreneurship	(3)
HMPF 430	Social Psychology of Sport and Human Performance	(3)
MKTG 272	Personal Selling	(3)
PHED 111/112	Beginning or Intermediate Swimming	(1)
PHED 134	Personal Fitness and Aerobic Activities	(1)
PHED 241	History and Philosophy or Physical Education	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 471	Sports Management Internship	(6)
	Two Physical Education Service Courses	(2)
WELL 340	Physiology & Anatomy	(3)

Sports Management - Business Operations Option (80 hours)

This is designed for the individual who desires to become involved in the management/sales area of sport.

ACTG 271, 272	Principles of Accounting	(6)
BUAD 151	Business Processes	(4)
BUAD 304	Financial & Quantitative Analysis	(4)
BUAD 305	Marketing & Qualitative Analysis	(4)
BUAD 306	Managerial & Leadership Analysis	(4)
BUAD 315	Legal & Ethical Environment of Business	(3)
BUAD 435	Current Journal Reading	(1)
BUAD 451	Strategic Decisions	(4)
ECON 204	Principles of Microeconomics	(3)
HMPF 430	Social Psychology of Sport and Human Performance	(3)
	A 300+ level Marketing Course	(3)
PHED 241	History and Philosophy or Physical Education	(3)
PHED 321	Recreational Leadership	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 471	Sports Management Internship	(6)
	Four Physical Education Service Courses	(4)
WELL 340	Physiology & Anatomy	(3)

Department of History, Religion, Philosophy and Ancient Languages

Russell B. Sisson, Department Chair

Majors: History, Religion, Religion/Philosophy, Christian Ministries
Minors: History, Religion, Philosophy
Other Studies: Greek (classical and Koine), Hebrew (Biblical), Area in Social Studies (see Department of Education section)

Ancient Languages

Greek 111-112. Elementary Greek. (F,S)(3)
A study of Classical and Koine Greek to prepare students for advanced study of Greek philosophy, New Testament, and early Christian theology.

Greek 211. Intermediate Greek—Grammar (F)(3)
A continuation of Greek 112 designed review grammar through translations of primary texts. *Prerequisite*: Greek 112.

Greek 212. Intermediate Greek—Readings (S)(3)
Translation of texts from Greek philosophy, New Testament, and early Christian theology. *Prerequisite*: Greek 211.

Hebrew 111-112. Elementary Hebrew. (on demand) (3)
A study of biblical Hebrew to prepare students for advanced study in Old Testament.

Christian Ministries

In recognition of increasing demand for trained men and women as full-time Christian workers in the ministry of the local church, to serve in the capacities of pastor's assistant, director of youth work, or Director of Christian Education, a specific four-year course of study has been arranged, using the facilities of various departments. It is designed to meet the basic needs of students who wish to go directly into church positions without graduate work.

Bachelor of Science in Christian Ministries requirements: Religion 211; Religion 231; Philosophy 252; Psychology 111; Religion 331; Religion 361; Psychology 402; Religion 301, 302, 401; Religion 479. *Nine* additional hours in Religion, or *six* additional hours in Religion and *three* in Psychology.

History

Requirements for a Major: Thirty-one semester hours of history including History 211, 212, 301, and 302. At least 12 elective hours must be U.S. History and 12 elective hours must be non-U.S. History. One of the elective courses must be either HIST 475 or 476.

Requirements for a Minor: Twenty-one semester hours in history including History 211.

Language Recommendation: All history majors and minors are strongly encouraged to undertake the study of a foreign language in conjunction with their history program. For those intending to go to graduate school, it is recommended that a course of study leading to a Bachelor of Arts Degree be completed.

istory 211. Issues in Global History. (F,S)(3)
An introduction to global history, through the exploration of topics, issues and debates common to civilizations throughout the world. Examples include: the building of empires; the role of religious authority in government; quests for utopia; the place of the individual within a community; interactions between science and religion; revolutions and revolutionaries; and antagonisms between East and West. In all cases, students will examine the historical origins of contemporary issues. The reading and interpretation of primary historical sources will receive special attention.

istory 212. Historical Research and Methods. (S)(2)
Gathering and criticism of data; bibliographies and aids; problems in historiography, composition analysis, and the final monograph. Regardless of the monograph topic chosen by the student, this course does not count toward either the United States or non-United States requirement within the major. *This course must be taken in conjunction with another history course.*

istory 233. History of Appalachia. (S)(3)
A survey of the region from settlement to the present, with emphasis on the period since the Civil War. The course examines the diversity of historical development within the region, and the paradox of relative isolation along with integrating aspects of industrialization and modernization. (Even years only.)

istory 301. Readings in U.S. History (F)(1)
This one hour reading course will allow students (History, History/Political Science Majors and History Minors) to explore subjects in History not covered in the regular courses in preparation for the senior capstone seminar (HIST 475 or HIST 476) in which they write a "life philosophy" paper. *Prerequisites:* HIST 211 and INLA 202.

istory 302. Readings in Non-U.S. History (S)(1)
This one hour reading course will allow students (History, History/Political Science Majors and History Minors) to explore subjects in History not covered in the regular courses in preparation for the senior capstone seminar (HIST 475 or HIST 476) in which they write a "life philosophy" paper. *Prerequisites:* HIST 211 and INLA 202.

istory 311. American History to 1840. (F)(3)
An examination of colonial society and culture, the Revolution, the Constitution, the early national period, Jacksonian Democracy, and historiography. *Prerequisites*: A previous 200-level course in history or permission of the instructor. (Even years only.)

istory 312. American History from 1840.(S)(3)
A consideration of the Civil War, Reconstruction, industrialization, Populism, Progressivism, World War I, and historiography. *Prerequisites*: A previous 200-level course in history or permission of the instructor. (Even years only.)

istory 341. History of Britain to 1688. (F)(3)
British history from the Roman occupation to the Glorious Revolution with emphasis on the development of the English people and state. *Prerequisite*: A previous 200-level course in history or permission of the instructor.

istory 342. History of Britain since 1688. (S)(3)
A study of British history from the Glorious Revolution to the present with emphasis on political and institutional development and the role of Britain in the world, including the rise and decline of the British empire. *Prerequisites*: A previous 200-level course in history or permission of the instructor.

istory 351. The Reformation and Its Legacy. (S)(3)
The course examines the roots and the Protestant Reformation in the late Middle Ages, the origin and development of the different Reformation movements in Europe, and the enduring legacy of these movements. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Even years only)

istory 352. The Enlightenment and Its Legacy. (S)(3)
History of Europe from 1815 to the present. The course covers the intellectual, political, and social history of Europe from the Congress of Vienna to the contemporary era of European integration. Special focus will be given to the process of modernization, the world wars, and the course of European history since 1945. *Prerequisites*: A previous 200-level course in history or permission of the instructor. (Odd years only.)

istory 361. Middle East History. (on demand)(3)
An introduction to the history of the Middle East from the beginnings of Islam to the present day. Focus will be on Islamic institutions and culture, the modernization of Middle Eastern governments, the struggle by various people for political independence, the course of the Arab-Israeli conflict, and contemporary developments in the region. *Prerequisites*: A previous 200-level course in history or permission of the instructor.

istory 413. Twentieth Century America. (S)(3)
Selected topics on the nation's history since 1919, including the 1920s, the Great Depression and New Deal, World War II, the Cold War, the Civil Rights Revolution, and political and social developments since 1945. *Prerequisites*: A previous 200-level course in history or permission of the instructor. (Odd years only.)

History 431. American Revolutionary Era, 1763-1789 (F)(3)
A study of the causes, events, and consequences of the American Revolution from the end of the Seven Years War through the ratification of the Constitution. Historiographical controversies will be emphasized. *Prerequisites:* History 311 or the permission of the instructor. (Odd years only)

History 441. Civil War and Reconstruction, 1848-1877 (S)(3)
This course examines the events, causes, and consequences of the American Civil War. Attention is paid to primary sources, and especially the analysis of conflicting scholarly interpretations. *Prerequisites:* History 312 or permission of the instructor. (Odd years only)

History 443. Twentieth Century Britain (F)(3)
A study of modern British history from the death of Queen Victoria to the era of New Labor. Emphasis will be given to the impact of the world wars, the decline of British power, the rise of the welfare state, and the role of Britain in Europe. *Prerequisites:* A previous 200-level course in history or permission of the instructor. (Even years only)

History 446. History of Russia. (on demand)(3)
Russian history since 1689. Survey of the political and social changes in Russia from the time of Peter the Grea to the present, including an extensive review of the origins and development of the modern Soviet state. *Prerequisites*: A previous 200-level course in history or permission of the instructor.

History 475. Special Topics in American History. (F)(3)
Courses that might be offered at least occasionally might include, but are not limited to, such titles as Colonial America, the Early National Period, Industrial America in the Gilded Age, the Progressive Era and World War I, the Period between the World Wars, World War II, the United States since 1945, the Vietnam War, American Economic History, American Constitutional History, African American History, and the American South. This course may be taken as the required senior "capstone" seminar in History. *Prerequisite*: A previous 200 level history course or permission of the instructor. (Odd years only)

History 476. Special Topics in European History. (F)(3)
An intense, analytic study of a major problem or topic in European history. May be repeated for credit as long as the topic is different. This course may be taken as the required senior "capstone" seminar in History. *Prerequisite*: A previous 200-level history course or permission of the instructor. (Even years only)

History 495. Independent Study. (F,S,Sum)(1-3)

Integrated Learning Courses

INLA 101. Critical Dialogues: Western Cultures in World Contexts I (F)(6)
This course is the first in a series of four that thematically and chronologically address history, literature, philosophy, religion, and the fine arts. The course will focus on the rise of civilization and ancient Greece and Rome. Writing and speaking skills and technology use will be emphasized in this course.

INLA 102. Critical Dialogues: Western Cultures in World Contexts II (S)(6)
This course is the second in a series of four that thematically and chronologically address history, literature, philosophy, religion, and the fine arts. The course will focus on the Middle Ages through the Reformation and Counter Reformation. Writing and speaking skills and technology use will be emphasized in this course. *Prerequisite: INLA 101*

INLA 201. Critical Dialogues: Western Cultures in World Contexts III(F)(6)
This course is the third in a series of four that thematically and chronologically address history, literature, philosophy, religion, and the fine arts. The course will focus on Enlightenment through Naturalism. Writing and speaking skills and technology use will be emphasized in this course. *Prerequisite: INLA 102*

Philosophy

The word "philosophy" means, literally, "the love of wisdom." Philosophy encourages critical thinking and engages in systematic inquiry into questions of the meaning of life, the nature of reality, truth and justification, knowledge and belief, religion and science, personal morality and social justice.

In addition to providing any student with an opportunity for developing analytical skills and clarifyin personal beliefs on many issues, a minor in philosophy can be an effective part of a pre-professiona

course of studies for the law, the ministry, business, medicine, journalism, creative writing, public service or politics. Indeed, students in philosophy routinely score highest among all departments on professional and graduate school tests. Although traditionally considered the most "abstract" and "impractical" of all academic disciplines, philosophers today are found working in hospitals, businesses, non-profit corporations and government as well as in college teaching.

Requirements for a Minor: Twenty-one semester hours.

Philosophy 252. Introduction to Philosophy: Ethics and Society. (S)(3)
An introduction to the aims, methods and history of philosophy with special attention to questions related to the nature of moral value, skepticism and relativism, the individual and society, concepts of justice, philosophy of life, contemporary moral issues. Emphasis is placed upon helping students to develop skills in critical thinking.

Philosophy 261. Philosophy of Religion. (S)(3)
Examination of philosophical issues related to religious faith such as concepts of religion and of God, arguments for and against the existence of God, the problem of evil, religious language, mysticism and religious experience, faith and reason, religion and science, religion and morality, religion and politics, revelation, miracles, life after death, relativism and pluralism, particularism and universalism. Course will include traditional and contemporary approaches. (Even years only.) *Prerequisite*: One course in philosophy and one course in religion or permission of the instructor.

Philosophy 301. Readings in Philosophy (F)(1)
Reading courses for Religion/Philosophy majors and Philosophy minors, taken in the junior year.

Philosophy 302. Readings in Philosophy (S)(1)
Reading courses for Religion/Philosophy majors and Philosophy minors, taken in the junior year.

Philosophy 320. Logic. (F)(3)
A study of formal and informal methods of rational argumentation including the uses of language, definition, logical fallacies, traditional syllogistic logic, modern propositional logic, first order predicate logic. Course will stress development of skills for the construction and criticism of actual arguments. (Odd years only.) *Prerequisite*: One course in philosophy or permission of the instructor.

Philosophy 360. Knowledge and Reality. (S)(3)
Selected topics in epistemology and metaphysics. Course may be listed under an appropriate subtitle such as: philosophy of science, philosophy of mind, philosophy of language, reason and relativism, religion and science, etc. May be repeated for credit when listed under a different subtitle. (Odd years only.) *Prerequisite*: One course in philosophy or permission of the instructor.

Philosophy 401. Readings in Philosophy (F)(1)
Reading courses for Religion/Philosophy majors and Philosophy minors, taken in the senior year.

Philosophy 415. Analytic Philosophy. (F)(3)
Examination of issues and methods related to "the linguistic turn" in philosophy through the study of representative philosophers such as Moore, Russell, Wittgenstein and movements such as logical positivism and ordinary language philosophy. Course will consider distinctive contributions from the American philosophical tradition of pragmatism from Peirce to Rorty. (Odd years only.) *Prerequisite*: At least one course in philosophy. Permission of the instructor is highly recommended.

Philosophy 417. Continental Philosophy. (S)(3)
Examination of issues and methods in recent continental philosophy through the study of representative philosophers such as Kierkegaard, Nietzsche, Husserl, Heidegger, Tillich, Sartre, Camus, Gadamer, Habermas, Levinas, Foucault, Derrida and movements such as existentialism, phenomenology, hermeneutics, critical theory and deconstruction. Course will consider parallels between analytic and continental approaches to philosophy. (Odd years only.) *Prerequisite*: At least one course in philosophy. Permission of the instructor is highly recommended.

Philosophy 479. Seminar in Philosophy. (on demand)(3)
Intensive study of a special topic, historical period or philosopher. May be repeated for credit. *Prerequisite*: Permission of the instructor.

Philosophy 495. Independent Study. (on demand)(3)
Independent study or research on approved topics. May be repeated for credit. *Prerequisite*: Permission of the instructor.

Philosophy/Religion

Bachelor of Arts with a major in Philosophy/Religion: Thirty semester hours. Student must also fulfill the B.A. language requirement.

PHIL 252	Ethics and Society	(3)
PHIL 261	Philosophy of Religion	(3)
PHIL 320	Logic	(3)
RLGN 231	World Religions	(3)
RLGN 331	The Identity of Jesus Christ	(3)
PHIL 301	Readings in Philosophy	(1)
Or		
RLGN 301	Readings in Religion	(1)
PHIL 302	Readings in Philosophy	(1)
Or		
RLGN 302	Readings in Religion	(1)
PHIL 402	Readings in Philosophy	(1)
Or		
RLGN 401	Readings in Religion	(1)
PHIL 479	Seminar in Philosophy	(3)
Or		
RLGN 479	Seminar in Religion	(3)

Six additional hours in Philosophy and three additional hours in Religion.

Bachelor of Arts Language Requirement for Philosophy and Religion: Two years (or the equivalent) of language study are required for the major. This requirement may be fulfilled by: (1) two years of a single modern foreign language; (2) one year of Greek or Hebrew and one year of a modern foreign language; or (3) one year of Greek and one year of Hebrew.

Religion

Religion courses are designed to acquaint students with the Bible, the Christian heritage, and the other great religious traditions; to deepen their understanding of God, themselves, and the human community; and to develop an appreciation of how religious studies relate to other academic disciplines. Studies in religion are especially recommended for students of fine arts, psychology, history, and literature, and for students preparing for Christian ministry.

Requirements for a Bachelor of Arts in Religion: Thirty semester hours. Students must also fulfill the B.A. language requirement.

The major must include the following:		
PHIL 252	Ethics and Society	(3)
PHIL 261	The Philosophy of Religion	(3)
RLGN 211	Old Testament	(3)
RLGN 231	World Religions	(3)
RLGN 301	Readings in Religion	(1)
RLGN 302	Readings in Religion	(1)
RLGN 331	The Identity of Jesus Christ	(3)
RLGN 401	Readings in Religion	(1)
RLGN 479	Seminar in Religion	(3)
	Nine additional hours in religion	(9)

Bachelor of Arts Language Requirement for Religion: Two years (or the equivalent) of language study are required for the major. This requirement may be fulfilled by: (1) two years of a single modern foreign language; (2) one year of Greek or Hebrew and one year of a modern language; or (3) one year of Greek and one year of Hebrew.

Requirements for a Minor: Twenty-one semester hours, at least nine of which must be in courses numbered above 300.

Religion 211. Old Testament. (F)(3)
The writings of the Hebrew Bible and Apocrypha are studied with particular attention to religious faith and practice in ancient Israel from earliest times to the Maccabean Age.

Religion 231. World Religions. (F)(3)
A descriptive account of the faith and practices of present-day world religions, with emphasis on Judaism, Hinduism, Buddhism, Confucianism, and Islam.

Religion 301. Readings in Religion (F)(1)
Reading courses for Religion majors and minors, taken in the junior year.

Religion 302. Readings in Religion (S)(1)
Reading courses for Religion majors and minors, taken in the junior year.

Religion 331. The Identity of Jesus Christ. (F)(3)
A study of the gospels with particular attention to the influence of Jesus' life and teachings within the Christian religion, within both western and non-western cultures. *Prerequisite*: Religion 211 or 231.

Religion 352. Christian Thought from the Reformation to the Enlightenment (F)(3)
Christian thought on the European continent and in England from the sixteenth century through the nineteenth century. (Odd years only.)

Religion 354. Religion in the United States. (S)(3)
A phenomenological and historical study of the varieties of religious practice in the United States. (Odd years only.)

Religion 356. Contemporary Christian Thought. (F)(3)
Examination of contemporary issues in theology, ethics and hermeneutics. (Even years only.)

Religion 361. Education in the Local Church. (S)(3)
Theory and practice of Christian Education with special attention on planning a program in the local church. (Odd years only.)

Religion 401. Readings in Religion (F)(1)
Reading course for Religion majors, taken in the senior year.

Religion 479. Seminar in Religion. (S)(3)
Intensive study of special topics in religion. *Prerequisites*: Advanced standing and permission of the instructor. (Even years only.)

Religion 495. Independent Study. (F,S)(3)
Independent study or research on approved topics. May be repeated for credit.

Pre-Law Program

Most law school admissions committees require a student to have a four-year college program leading to the Bachelor of Arts or Bachelor of Science degree plus an acceptable score on the Law School Admissions Test. Regardless of the major, elective hours in accounting, business, history, political science, philosophy, and English prove helpful. Students should consult with a pre-law advisor, Dr. John Taylor, no later than the junior year.

Department of Music and Fine Arts

Thomas J. McFarland, Department Chair

Majors: Music, Music Education, Theatre
Minors: Music, Theatre

Art

Union College course offerings in the field of art provide service courses for several curricula and elective opportunities for all students.

Art 132. Introduction to Art. (on demand)(3)
An introduction to Art outlining basic approaches, principles, techniques and media as well as styles of expression, both past and present.

Art 271. Elementary School Art. (F,S)(3)
A studio course involving many kinds of art projects in media suitable to and practicable for elementary grades.

Art 371. Art History Survey I. (F)(3)
A survey of major movements, personalities, and styles of architecture, painting and sculpture from prehistoric times through the Middle Ages. *Prerequisite:* tNLA 102 or permission of the instructor.

Art 372. Art History Survey II. (S)(3)
A survey of major movements, personalities, and styles of architecture, painting and sculpture from the Italian Renaissance through the Modern Era. *Prerequisite:* tNLA 102 or permission of the instructor.

Art 495. Independent Study. (on demand)(3)
tndependent study or research on approved topics. May be repeated for credit.

Music

Objectives:

1. To provide the required curricula for the Bachelor of Arts in Music, and the Bachelor of Music in Music Education.
2. To offer group and private instruction which provides for the development of individual musicianship of the music major, music minor, and general college student.
3. To offer opportunities for participation in music ensembles and music theatre for the music majors, music minors, and general college students.
4. To provide recitals, concerts, & music theatre for the cultural enrichment of the campus & community.

Music Library: The music library, located in the Fine Arts Building, contains records, CDs, tapes, scores, listening and computer-assisted music instruction facilities.

Degrees

Students majoring in music at Union College may pursue the following degree programs: Bachelor of Music in Music Education, Bachelor of Arts in Music

Bachelor of Music in Music Education (K-12 Certificate)

Candidates for the Bachelor of Music in Music Education degree will take the following courses (see also Liberal Education Core Curriculum and Graduation Requirements).

Option I, Instrumental Emphasis (84 Semester Hours)

I. Music Core (38 Semester Hours)

MUSC 111-312	Applied Music (Major Instrument)	(6)
MUSC 101-102	Applied Voice	(2)
MUSC 151,155,157	Instrumental Ensembles (7 semesters)	(0)
MUSC 152, 159	Choral Ensembles (2 semesters)	(0)
MUSC 161-162	Solfege/Theory I, II	(4)
MUSC 163-164	Eurhythmics I, II	(2)
MUSC 173-174	Piano Class I, II	(2)
MUSC 261-262	Harmony I, II	(4)
MUSC 263-264	Eurhythmics/Sofege III, IV	(4)
MUSC 317	Junior Recital	(1)
MUSC 321-322	Music History I, II	(6)
MUSC 327-328	Readings in Music I, II	(2)
MUSC 361	Form and Analysis	(3)
MUSC 475	Vocal Pedagogy	(2)

II. Professional Courses (37 semester hours)

EDUC 241	Introduction to Education	(3)
EDUC 242	Early Involvement Internship	(3)
EDUC 351	Human Growth and Development	(3)
EDUC 453	Supervised Student Teaching (Secondary)	(12)
EDUC 460	Learning Theories for Educators	(3)
MUSC 373	Elementary School Music	(3)
MUSC 375	Instrumental Methods and Materials	(2)
MUSC 471	Marching Band Techniques	(2)
PSYH 200	Introduction to Psychology	(3)
SPED 201	Survey of Exceptionalities	(3)

III. Additional Music Requirements (9 semester hours)

MUSC 172	Woodwind Instruments Class	(1)
MUSC 175	Brass Instruments Class	(1)
MUSC 176	Percussion Instruments Class	(1)
MUSC 365	Arranging	(2)
MUSC 473	Choral Conducting	(2)
MUSC 474	Instrumental Conducting	(2)

Option II, Vocal Emphasis (86 Semester Hours)

I. Music Core (39 Semester Hours)

MUSC 101-201	Applied Music (Instrumental)	(3)
MUSC 111-312	Applied Music (Vocal or Piano)	(6)
MUSC 151,155,157	Instrumental Ensembles (2 semesters)	(0)
MUSC 152,159	Choral Ensembles (7 semesters)	(0)
MUSC 161-162	Solfege/Theory I, II	(4)
MUSC 163-164	Eurhythmics I, II	(2)
MUSC 173, 174	Piano Class I, II	(2)
MUSC 261-262	Harmony I, II	(4)
MUSC 263-264	Eurhythmics/Solfege III, IV	(4)
MUSC 317	Junior Recital	(1)
MUSC 321-322	Music History I, II	(6)
MUSC 327-328	Readings in Music I, II	(2)
MUSC 361	Form & Analysis	(3)
MUSC 475	Vocal Pedagogy	(2)

II. Professional Courses (36 Semester Hours)

EDUC 241	Introduction to Education	(3)
EDUC 242	Early Involvement Internship	(3)
EDUC 351	Human Growth and Development	(3)
EDUC 453	Supervised Student Teaching (Secondary)	(12)
EDUC 460	Learning Theories for Educators	(3)
MUSC 373	Elementary School Music	(3)
MUSC 374	Vocal Methods for the Secondary School	(3)
PSYH 200	Introduction to Psychology	(3)
SPED 201	Survey of Exceptionalities	(3)

III. Additional Music Requirements (11 Semester Hours)

MUSC 101-102	Applied Voice (keyboard majors)	(2)
Or		
MUSC 101-102	Applied Piano (voice majors)	(2)
MUSC 172	Woodwind Instruments Class	(1)
MUSC 175	Brass Instruments Class	(1)
MUSC 176	Percussion Instruments Class	(1)
MUSC 365	Arranging	(2)
MUSC 473	Choral Conducting	(2)
MUSC 474	Instrumental Conducting	(2)

Bachelor of Arts in Music

Candidates for the Bachelor of Arts Degree in Music will take the following music courses either fro
Option I or Option II (see also Core Curriculum and Graduation Requirements):

Option I. Music History Emphasis (39 Semester Hours)

MUSC 111-212	Applied Music	(8)
MUSC 161-162	Solfege/Theory I, II	(4)
MUSC 163-164	Eurhythmics I, II	(2)
MUSC 261-262	Harmony I, II	(4)
MUSC 263-264	Eurhythmics/Solfege III, IV	(4)
MUSC 321-322	Music History I, II	(6)
MUSC 327-328	Readings in Music I, II	(2)
MUSC 361	Form and Analysis	(3)

MUSC 421-422	Music History Seminar I, II	(6)
	Ensemble (4 Semesters)	(0)

Option II. Performance Emphasis (41 or 42 Semester Hours)

MUSC 111-412	Applied Music	(16)
MUSC 161-162	Solfege/Theory I, II	(4)
MUSC 163-164	Eurhythmics I, II	(2)
MUSC 261-262	Harmony I, II	(4)
MUSC 263-264	Eurhythmics/Solfege III, IV	(4)
MUSC 321-322	Music History I, II	(6)
MUSC 327-328	Readings in Music I,	(2)
MUSC 361	Form and Analysis	(3)
MUSC 417	Senior Recital	(0 or 1)
	Ensemble (8 semesters)	(0)

B.A. Language Requirement: Students must complete the equivalent of four semesters of a single foreign language or two semesters each of two foreign languages.

Minor in Music

Minor in Music (21 Semester Hours)

MUSC 101-202	Applied Music*	(4)
MUSC 161-162	Solfege/Theory I, II	(4)
MUSC 163-164	Eurhythmics I, II	(2)
MUSC 321-322	Music History I, II	(6)
MUSC	(5 semester hours of music electives)	(5)
	Ensemble (4 semesters / 2 yrs)	(0)

*in one field, or arranged differently with the consent of the department

Departmental Requirements

Specific requirements for music majors and minors are listed in the Music Department Handbook. Students will be held responsible for requirements in the Handbook. More detailed information is given for the following:

1. Entrance Test: All music majors and minors entering the Department for the first time shall take a placement test in theory and functional piano. The test is for placement only, and in no way affects the entrance to music study.
2. Keyboard Proficiency: All candidates for the Bachelor of Music in Music Education must pass the Keyboard Proficiency Test. For details, see the Music Department Student Handbook.
3. Ensemble Requirements: All music majors are required to participate in a minimum of seven semesters of an ensemble within their major performance area. All Music Education majors are required to participate in a minimum of two semesters of an ensemble outside their major performance area as well as a minimum of seven semesters of an ensemble within their major performance area. All music minors are required to participate in a minimum of four semesters in an ensemble within their major performance area.
4. Recital and Concert Attendance: Attendance at studio classes, departmental recitals and concerts is required of all music majors and minors during each semester of applied music study.
5. Recital Requirements: Candidates for the Bachelor of Arts degree in Music (Performance Emphasis) must present a full recital in their major applied area. Candidates for the Bachelor of Music in Music Education must present a half-recital in their major applied area. Candidates for the Bachelor of Arts degree in Music (Music History Emphasis) may be invited by the music faculty to present a recital.

Applied Music — Secondary Level

These courses are designed for any music major taking lessons on a secondary instrument, and elective credit for general college students.

Music 101-102. Applied Music (F,S)(1-2)
Freshman level secondary applied music study.

Music 201-202. Applied Music. (F,S)(1-2)
Sophomore level secondary applied music study.

Music 301-302. Applied Music. (F,S)(1-2)
Junior level secondary applied music study.

Music 401- 402. Applied Music. (F,S)(1-2)
Senior level secondary applied music study.

Applied Music – Major Level

These courses are designed for students seeking a Bachelor of Arts degree with a music major, performance or music history emphasis, and for the Bachelor of Music in Music Education.

Music 111-112. Applied Music. (F,S)(1-2)
Freshman major or minor level applied music study.

Music 211-212. Applied Music. (F,S)(1-2)
Sophomore major or minor level applied music study.

Music 311-312. Applied Music. (F,S)(1-2)
Junior major level applied music study.

Music 317. Junior Recital. (F,S)(0-1)

Music 411-412. Applied Music. (F,S)(1-2)
Senior major level applied music study.

Music 415-416. Applied Field Literature. (on demand)(2)
A study of the literature for the student's major instrument, and related instruments where appropriate, with attention to stylistic characteristics and ornamentation.

Music 417. Senior Recital. (F,S)(0-1)

Music 418-419. Sight-Reading and Accompanying. (on demand)(1)
Proficiency in reading the various clefs, vocal scores, and accompaniments, with emphasis on the techniques of sensitive accompanying. Keyboard majors and selected minors only.

History and Appreciation

Music 121. Introduction to Music. (F, S)(3)
An historical approach to music appreciation focusing on period and style. Extensive listening to music literature.

Music 321, 322. Music History. (F,S)(3)
A study of representative music both written and recorded and readings coordinating and integrating music skills. (321) Antiquity through 1750. (322) Classic period to the present. *Prerequisite*: Music 262 or permission of instructor.

Music 327, 328. Readings in Music I, II. (F,S)(1)
A selection of "general" readings designed to build upon the Core Curriculum and lead toward the development of the required senior-level Life Philosophy "document." Readings in addition to those listed as "general" will be more individualized and determined in conjunction with the student's applied music instructor.

Music 421, 422. Music History Seminar. (on demand)(3)
Intensive study of a selected composer, period or genre. Major paper required. *Prerequisites*: Music 322 or permission of instructor.

Church Music

Music 231. Handbell Methods. (on demand)(1)
A study of the techniques, methods, materials, and repertory of English handbell ringing. *Prerequisite*: Music 162 or permission of instructor.

Music 333. Church Music Administration. (on demand)(2)
The role of the minister of music as related to the graded adult, youth, and children's choir programs, budget and calendar planning, the congregation, the multiple staff church, and the denomination.

Music 335. Hymnology. (on demand)(2)
The study and analysis of the hymns of the church, their sources, development, and usage in contemporary service.

Music 337. Church Organs. (on demand)(2)
The study of the history of the instrument, types of organs, basic upkeep, techniques, and service repertoire.

Music 436. History and Philosophy of Church Music. (on demand)(2)
A detailed, historical study of music within the church relating to its origin and development, with emphasis upon liturgies and historic philosophical positions of the church on music.

Music 437. Church Music Practicum. (on demand)(4)
One semester or one summer of supervised field work in an approved church. *Prerequisite*: Consent of the Music faculty.

Ensembles

Music 151. Pep Band. (F,S)(0-1)
Open by audition. A performance group which provides support and entertainment at home football games and selected home men's and women's basketball games. One rehearsal per week. May be repeated for credit.

Music 152. Union College Singers. (F,S)(0-1)
A concert choir performing a varied repertory. May be repeated for credit.

Music 153. Stage Band. (F,S)(0-1)
Open by audition only. A jazz-oriented ensemble of appropriate instrumentation limited to twenty students. One rehearsal per week. May be repeated for credit.

Music 154. Symphonic Band. (F,S)(0-1)
Open by audition. A select performance ensemble whose repertoire includes a variety of wind-band literature for the concert hall. Two rehearsals per week. May be repeated for credit.

Music 155. Brass Chamber Ensemble. (F,S)(0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 156. Collegium Musicum. (on demand)(0-1)
Open to interested students. A performance group intended to give the student acquaintance with less frequently performed literature. One rehearsal per week. May be repeated for credit.

Music 157. Woodwind Chamber Ensembles. (on demand)(0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 158. String Chamber Ensemble. (on demand)(0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 159. Union College Chamber Singers. (F,S)(0-1)
A select vocal ensemble composed of a small number of singers whose repertory consists of vocal chamber music. Open by audition. May be repeated for credit.

Theory

Music 161-162. Solfege/Theory I, II. (F,S)(2)
A combined course including the areas of music theory and solfege.

Music 163-164. Eurythmics I, II (F,S)(1)
Movement will be the basis for exploring and understanding all elements of music (especially its application to expressive performance) and for developing musicianship skills.

Music 261-262. Harmony I, II. (F,S)(2)
Common practice harmonic part-writing and analysis thru advanced chromatic harmony of the middle Romantic period. *Prerequisite*: Music 162

Music 263-264. Eurhythmics/Solfege III, IV. (F,S)(2)
Continuation of Music 162 and 164 including dictation. To be taken concurrently with Music 261-262. *Prerequisite*: Music 162,164.

Music 361. Form and Analysis. (F)(3)
The development of musical forms from small units to large. Study of large scale analytic techniques including those necessary for late 19th and 20th Century music. *Prerequisite*: Music 262.

Music 365. Arranging. (S)(2)
Basic techniques of orchestration and arranging. *Prerequisite*: Music 262.

Music 461-462. Counterpoint. (on demand)(2)
The vocal counterpoint of Palestrina and the instrumental counterpoint of Bach. *Prerequisite*: Music 262.

Music 465. Theory Seminar. (on demand)(3)
An advanced course in music theory, including a study of contemporary practices. *Prerequisite*: Music 361 and permission of the instructor.

Music Education

Music 171. String Instruments Class. (on demand)(1)
Class instruction in strings.

Music 172. Woodwind Instruments Class. (S)(1)
Class instruction in woodwinds. (Odd years only.)

Music 173-174. Piano Class. (F,S)(1)
Class instruction in piano. Students with previous background in piano may need to enroll in MUSC 101, Applied Music , in lieu of this class.

Music 175. Brass Instruments Class. (F)(1)
Class instruction in brass.

Music 176. Percussion Instruments Class. (S)(1)
Class instruction in percussion. (Even years only.)

Music 177-178. Voice Class. (F,S)(1)
Class study for students who are not prepared to study at the level of private applied voice.

Music 373. Elementary School Music. (F)(3)
Teaching vocal music in the elementary school: procedures, techniques, evaluation, materials, and equipment. Includes directed observation of and participation in public school classroom activities. *Prerequisite:* MUSC 121 or permission of instructor.

Music 374. Vocal Methods for the Secondary School. (S)(3)
Materials, rehearsal techniques, and vocal health for the secondary school student. Includes directed observation of and participation in public school classroom activities. *Prerequisite*: Junior standing.

Music 375. Instrumental Methods and Materials. (S)(2)
Teaching Instrumental Music in the Public Schools: Procedures, techniques, curriculum, scheduling, administration, evaluation, materials, equipment, and community relations. Includes directed observation of and participation in public school classroom activities. *Prerequisites*: Music 172, 175, 176, and junior standing.

Music 471. Marching Band Techniques. (F)(2)
Functions, organization, and direction of a school marching band program. Includes directed observation and participation in public school classroom activities. *Prerequisite*: Junior standing.

Music 473. Choral Conducting. (F)(2)
Techniques and literature.

Music 474. Instrumental Conducting. (S)(2)
Techniques and literature.

Music 475. Pedagogy. (on demand)(2)
Techniques and principles of private and class instruction, emphasis on recommended materials.

Independent Study

Music 495. Independent Study. (F,S)(2-3)
Independent study and/or research on approved topics. *Prerequisite*: Permission of the student's major professor. May be repeated for credit.

Theatre

Requirements for a Major: A major in theatre consists of the following 35 hours. In addition, a Theatre Major must submit a portfolio before registering for THTR 462. This portfolio will reflect all the classroom and production activities of the student as a Theatre Major.

ENCO 471	Shakespeare	(3)
THTR 131	Introduction to Theatre	(3)
THTR 251	Fundamentals of Acting	(3)
THTR 331	Scene and Light Design	(3)
THTR 365	History of the Theatre to 1642	(3)
THTR 366	History of the Theatre since 1642	(3)
THTR 375	Readings in Drama I	(1)
THTR 376	Readings in Drama II	(1)
THTR 451	Directing	(3)
THTR 461	Senior Project I	(3)
THTR 462	Senior Project II	(3)
Six hours from the following:		(6)
Theatre Practicums (all three)		
THTR 280	Theatre Practicum	(1)
THTR 332	Costume and Make-up Design	(3)
THTR 380	Theatre Practicum	(1)
THTR 421	Non-Western Theatre and Drama	(3)
THTR 480	Theatre Practicum	(1)

Requirements for a Minor in Theatre: A minor in Theatre consists of the following 24 hours:

THTR 131	Introduction to Theatre	(3)
THTR 251	Fundamentals of Acting	(3)
THTR 331	Scene and Light Design	(3)
THTR 365	History of the Theatre to 1642	(3)
THTR 366	History of the Theatre since 1642	(3)
THTR 451	Directing	(3)
Six hours of the following:		(6)
ENCO 471	Shakespeare	(3)
Theatre Practicums (all three)		
THTR 280	Theatre Practicum	(1)
THTR 332	Costume and Make-up Design	(3)
THTR 380	Theatre Practicum	(1)
THTR 421	Non-Western Theatre and Drama	(3)
THTR 480	Theatre Practicum	(1)

Theatre 131. Introduction to the Theatre. (F,S)(3)
A broad overview of the history of theatre and drama as well as an introductory study of acting, designing, and directing. (Participating in Union College Theatre is not a part of this course.)

Theatre 180, 280, 380, 480. Theatre Practicum. (F,S)(1)
Actual practical experience in preparing productions for Union College Theatre. Participation may be in the area of acting or technical work.

Theatre 251. Fundamentals of Acting. (S)(3)
Stanislavski approach to acting. The course will consist of exercises and the analysis and performance of scene from contemporary drama and Shakespeare. *Prerequisite*: Theatre 131 or permission of the instructor.

Theatre 331. Scene and Light Design. (F)(3)
Fundamentals of set and light design for the stage. Practical study of set construction and lighting equipment as well as designing the set and lights for a play selected by the student. *Prerequisite*: Theatre 131 or permission of the instructor.

Theatre 332. Costume and Make-up Design. (on demand)(3)
Fundamentals of costume and make-up design. Practical study of sewing techniques as well as designing costumes for a period play selected by the student. *Prerequisite*: Theatre 131 or permission of the instructor.

Theatre 365. History of the Theatre to 1642. (F)(3)
A study of the theatre, drama, and criticism from the Greeks to 1642. *Prerequisite*: Theatre 131 or permission of the instructor. (Odd years only.)

Theatre 366. History of the Theatre since 1642. (S)(3)
A study of the theatre, drama, and criticism from 1642 to the present. *Prerequisite*: Theatre 131 or permission of the instructor. (Odd years only.)

Theatre 375. Readings in Drama I (on demand) (1)
During this course the student will read and write a summary of half the plays included on the Reading List required of a Theatre Major, approximately twenty-five plays. This course is open only to Theatre Majors. The course will be evaluated as Satisfactory/Unsatisfactory.

Theatre 376. Readings in Drama II (on demand) (1)
During this course the student will read and write a summary of half the plays included on the Reading List required of a Theatre Major, approximately twenty-five plays. This course is open only to Theatre Majors. The course will be evaluated as Satisfactory/Unsatisfactory.

Theatre 421. Non-Western Theatre and Drama. (on demand)(3)
A study of the traditional forms of theatre and drama in India, Southeast Asia, China, and Japan. *Prerequisite*: Theatre 131 or permission of the instructor.

Theatre 451. Directing. (on demand)(3)
Study of directing techniques and script analysis culminating in the staging of a one-act play. *Prerequisite*: Permission of the instructor.

Theatre 461. Senior Project in Theatre I. (on demand)(3)
Advanced work in the theatre arts, which consists of selecting, analyzing, and designing a full-length play for production (or a project of comparable magnitude to be chosen in consultation with the instructor). Open to Theatre Majors only.

Theatre 462. Senior Project in Theatre II. (on demand)(3)
Continuation of Theatre 461: will consist of mounting the production of the full-length play (selected, analyzed, and designed in Theatre 461) as part of the Union College Theatre season (or completion of alternative project). *Prerequisites*: Successful completion of Theatre 461 and permission of the instructor.

Theatre 495. Independent Study. (on demand)(3)
Independent study or research on approved topics.

Department of Natural Sciences

Daniel Covington, Department Chair

Majors: Biology, Chemistry, Mathematics, Physics
Minors: Biology, Chemistry, Mathematics, Physics
Other Programs: Pre-Dentistry, Pre-Engineering, Pre-Medical Technology, Pre-Medicine, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Veterinary Medicine

Biology

Requirements for a Major: Thirty semester hours in biology including:

BIOL 111	General Biology	(4)
BIOL 232	General Zoology	(4)
BIOL 233	General Botany	(4)
BIOL 361	Genetics	(4)
BIOL 431	Cell Biology or	(3)
BIOL 431	Cell Biology	(4)
or		
CHEM 421	Biochemistry	(3)
2 Biology Electives	(300 or 400 level)	(7 or 8)
CHEM 111-112	General Chemistry	(3)(3)
CHEM 131-132	General Chemistry Laboratory	(1)(1)
GNSC 471	Science Seminar	(1)
One of the following groups:		
PHYS 111-112	College Physics	(3)(3)
PHYS 113-114	College Physics Laboratory	(1)(1)
or		
PHYS 211-212	General Physics	(4)(4)
PHYS 213-214	General Physics Laboratory	(1)(1)

Biology 331 and 334 are highly recommended as electives for those seeking secondary certification.

Requirements for a Minor: Twenty-four semester hours in Biology are required. Biology 111, 232 and 233 must be included.

Biology 111. General Biology. (F,S)(4)
A course emphasizing general concepts of modern biology for majors and non-majors. Topics surveyed includ cell biology, bioenergetics, molecular and Mendelian genetics, reproduction, development, evolution and ecology. Laboratory work is included. This course is a prerequisite to all other courses in biology. *Prerequisites*: High school biology and chemistry; ACT Natural Science score of 25 or higher recommended for freshmen.

Biology 151. Medical Terminology. (on demand)(2)
The study of the specialized terminology of medical science. Recommended for pre-professional students, allie health students, and students in other health-related fields. Those seeking secondary certification cannot count this course toward certification requirements. This course does not meet the biological science requirement fo teacher education.

Biology 232. General Zoology. (S)(4)
A survey of the animal kingdom with emphasis on physiological systems and diversity. *Prerequisite*: Biology 111.

Biology 233. General Botany. (F)(4)
A survey of the organisms which possess cell walls including: Protoctista, Fungi, and especially the Plants. Emphasis is given to ecological and economic importances, morphology, and evolutionary relationships. The course also involves a brief review of cell structure and cell energetics. *Prerequisite*: Biology 111.

Biology 330. Vertebrate Anatomy and Histology. (S)(4)
An anatomical study of the tissues, organs, and organ systems of vertebrates with emphasis on human anatomy. Laboratory work primarily involves detailed dissection of a vertebrate such as the cat, study of the human skeleton, and microscopic examination of vertebrate tissues. (Even years only.)

Biology 331. Human Physiology. (F)(4)
A study of the functioning of the human organ systems with normal and clinical considerations. *Prerequisites*: Chemistry 112 and 132. (Odd years only.)

Biology 334. Microbiology. (S)(4)
An introduction to the classification, morphology, physiology, and genetics of the bacteria, fungi, viruses, and micrometazoans, as well as their roles in nature, health, and industry. Laboratory work stresses techniques for the culture and identification of micro-organisms. A portion of the course is devoted to immunology. *Prerequisites*: Biology 111, Chemistry 112 and 132. Biology 361 is highly recommended. (Even years only.)

Biology 361. Genetics. (S)(4)
This course stresses the principles of inheritance from both the classical and the modern molecular perspectives, and includes an introduction to population genetics. Laboratory work emphasizes classical and molecular methods of genetic analysis. *Prerequisites*: Biology 111 and Mathematics 131.

Biology 421. Biochemistry. (S)(3)
A survey of major topics of biochemistry including thermodynamics, enzyme kinetics, and photosynthesis; and the structure, synthesis and metabolism of lipids, carbohydrates, proteins and nucleic acids. *Prerequisites*: Biology 111 and Chemistry 312. (Odd years only.)

Biology 431. Cell Biology. (F)(3)
An in-depth survey of the structure and function of a wide range of living cells with consideration of biochemical and biophysical bases of this structure and function. Certain characteristics of viruses are also considered. *Prerequisite*: Biology 232 and 233, Chemistry 112 and 132. Biology 361 is highly recommended. (Even years only.)

Biology 436. Evolution. (S)(3)
An introduction to the theory and processes of evolutionary biology. Topics include the historical development of the discipline, the principle mechanisms by which it occurs, tempo and mode of speciation, both biological and geological sources of evidence, and the impact of evolutionary thought on biology and society. *Prerequisites*: Biology 232 and 233. Biology 361 is highly recommended.. (Odd years only.)

Biology 441. Ecology. (F)(4)
A study of the relationships between organisms and their abiotic and biotic environment including biogeochemical cycles, population dynamics, diversity, and community organization and structure. *Prerequisites*: Biology 232 and 233.

Chemistry

Requirements for a Major: Thirty-two semester hours of Chemistry including:

CHEM 111 & 112	General Chemistry	(3)(3)
CHEM 131 & 132	General Chemistry Laboratory	(1)(1)
CHEM 212	Analytical Chemistry	(4)
CHEM 311 & 312	Organic Chemistry	(5)(5)
CHEM 314	Physical Chemistry Laboratory	(1)
CHEM 332	Physical Chemistry	(3)
GNSC 471	Science Seminar	(1)
MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)
PHYS 211-212	General Physics	(4)(4)
PHYS 213-214	General Physics Laboratory	(1)(1)
PHYS 331	Heat and Thermodynamics	(3)
Chemistry Electives		(6)

Requirements for a Minor: Twenty-one semester hours including Chemistry 111, 112, 131,132, 311, 312 and either 212 or 411.

Chemistry 101. Introductory General Chemistry. (Sum)(4)
A study of the general principles including laws of definite and multiple proportion, stoichiometry, gases, electronic structure, chemical bonding, periodic relationships, chemical equilibrium and acids/bases. Laboratory activities included. Intended for students interested in a one-semester course in chemistry and recommended for students seeking careers in some allied health fields. *Prerequisite*: A working knowledge of algebra such as is acquired in two years of high school algebra.

Chemistry 111-112. General Chemistry. (F,S)(3)
A systematic study of the fundamentals and applications of the experimental and theoretical laws of chemistry. Major topics include nomenclature, stoichiometry, chemical thermodynamics, equilibrium, acid-base reactions, atomic and molecular theory and structure, chemical kinetics and nuclear chemistry. Examples and problems are drawn from all areas of chemistry. Concurrent registration in General Chemistry Laboratory, Chemistry 131-132, is highly recommended for all students. *Prerequisite*: A working knowledge of algebra such as is acquired in two years of high school algebra, or Mathematics 131 (which may be taken concurrently), or a composite ACT score of 21.

Chemistry 131-132. General Chemistry Laboratory. (F,S)(1)
Laboratory experiments in general chemistry that illustrate basic principles and develop laboratory skills. Experiments are coordinated with the General Chemistry topics. Inorganic qualitative analysis is included in Chemistry 132. Three hours of laboratory per week. Concurrent registration or previous completion of Chemistry 111-112 is required. No credit may be received for Chemistry Laboratory 131-132 without the simultaneous or prior completion of the corresponding lecture courses Chemistry 111-112.

Chemistry 212. Analytical Chemistry. (F)(4)
A study of important volumetric and gravimetric analyses presented from a modern theoretical standpoint. Also an introduction to the study of advanced methods of analysis including some newer instrumentation techniques. *Prerequisites*: Chemistry 112 and 132.

Chemistry 311-312. Organic Chemistry. (F,S)(5)
A course in the chemistry of organic compounds. Unitized laboratory work is designed to illustrate the basic principles of organic chemistry. *Prerequisites*: Chemistry 112 and 132.

Chemistry 314. Physical Chemistry Laboratory. (S)(1)
A laboratory course designed to accompany Chemistry 332 and Physics 331.

Chemistry 332. Physical Chemistry. (S)(3)
A study of atomic structures and chemical bonding in terms of modern quantum theory. Topics include molecular spectra, and chemical kinetics. *Prerequisites*: Mathematics 242 and Physics 212. (Odd years only.)

Chemistry 411. Inorganic Chemistry. (S)(4)
A systematic study of the structure, properties and reactions of non-carbon elements, with emphasis on the no metals and the transition metals. Topics include atomic-molecular structure and bonding, physical methods o investigation, organometallic chemistry and bioinorganic chemistry. *Prerequisite*: Chemistry 312. (Odd years only.)

Chemistry 413. Organic Spectroscopy. (F) (3)
Organic spectroscopy is a one semester course that will provide the student with an in-depth understanding o the instrumentation and techniques of modern spectroscopic methods and their application to structural elucidation. Interpretation of spectral data obtained from techniques such as MS, UV-VIS, IR, H1-NMR, C13-NMR. COSY, and NOESY will be stressed during the semester. *Prerequisite*: Chemistry 311 and 312.

General Science

Neither a major nor a minor is offered.

General Science 110/111. General Science. (F/S)(4/4)
General Science is a two-semester introductory science sequence with lab for non-science majors that include Astronomy, Biology, Chemistry, Environmental Science, Geology, and Physics. The prerequisite is any level college math (except MATH 101), or two years of high school algebra, or permission of the instructor.

General Science 124. Introduction to Physical Therapy. (S)(2)
A general orientation to the historical background, philosophy and professional ethics of physical therapy, interprofessional relationships between members of the health care team; concepts of health and disease; overview of the total medical spectrum, medical technology, modalities used in physical therapy, and orientatio to clinical service departments and their administration.

General Science 471. Science Seminar. (S)(1)
A lecture/discussion of selected topics of interest, lead by faculty members of the Department of Natural Sciences, invited speakers, and student participants. May be repeated once; a student can earn a maximum of two credit hours through this course. All natural science majors must take this course at least once. *Prerequisite:* Natural science major with junior or senior standing, or permission of the instructor.

Mathematics

Requirements for a Major: Thirty semester hours numbered 241 and above including:

MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)
Two of the following courses:		
MATH 333	Modern Algebra	(3)
MATH 402	Functions of a Complex Variable	(3)
MATH 403	Introduction to Analysis	(3)
COMP 350	A mathematically-relevant programming course such as C++	(3)
PHYS 211 & 212	General Physics	(4)
PHYS 213 & 214	General Physics Laboratory	(1)

Those seeking secondary certification must include Mathematics 301 and 333. Mathematics 321, 331, 332, 372 are recommended.

Requirements for a Minor: COMP 350 (a mathematically-relevant programming course such as C++) plus twenty-one semester hours numbered 241 and above to include Mathematics 241 and 242

Mathematics 101. Introduction to College Algebra. (F,S) (3)
The purpose of this course is to enhance basic mathematical skills and to prepare students for subsequent mathematics courses. This course is a prerequisite for those who do not qualify for enrollment in Math 110, Math 131, or Math 133. Students entering Union College (any freshman or those transfer students without a transferable mathematics course) with a Math ACT score of 18 or less will be placed in this course. This course does not satisfy General Education Requirements in mathematics. The topics of the course will include, but are not limited to: fractions, decimals, and percents; operations with real numbers, including hierarchy of operations; exponents, roots, and radicals; polynomial arithmetic with emphasis on factoring; solving linear and quadratic equations; inequalities, particularly linear inequalities; complex numbers and their arithmetic; formula manipulation; and word problems involving any of these topics. This course may not be used to satisfy distributional requirements for any other major, program, or area.

Mathematics 110. Topics in Contemporary Mathematics. (F,S)(3)
Selected topics from set theory, counting methods, probability, statistics, systems of linear equations, graphs and solutions of linear and quadratic equations using graphical methods. Modeling and problem solving techniques will be illustrated to give students an understanding of the nature and applications of mathematics. Designed as a terminal course for the non-major.

Mathematics 131. College Algebra. (F,S,Sum)(3)
Material from Math 101 is assumed. This course contains topics selected from: applications of linear and quadratic equations; solving inequalities, including quadratic inequalities; graphing equations; graphs of functions; combining functions and finding inverse functions; exponential and logarithmic functions; polynomial functions; and systems of equations.

Mathematics 133. Trigonometry and Analytic Geometry. (F)(3)
Right triangle ratios, trigonometric functions, graphing trigonometric functions, identities, inverse trigonometric functions, laws of Sines and Cosines, polar coordinates and complex numbers, analytic geometry.

Mathematics 203. Mathematics for Elementary Teachers I. (F)(3)
The purpose is to develop understanding by emphasizing mathematical concepts and connections. The course is based on NCTM standards. Students use manipulatives in the study of concepts and procedures for whole numbers, fractions, ratios, integers and real numbers. Problem solving, math journals, alternative assessment, structure, calculators. This course no longer fulfills the Math requirement in the General Education Math requirement in the General Education Core. *Prerequisite:* fulfillment of the General Education Math requirement.

Mathematics 204. Mathematics for Elementary Teachers II. (S)(3)
The purpose is to develop understanding by emphasizing mathematical concepts and connections. The course is based on NCTM standards. Students use manipulatives in the study of concepts and procedures for statistics, probability, measurement, and geometry and algebraic concepts. Classification, change, symmetry, transformations, tessellation, math portfolios, computers. *Prerequisite:* MATH 203

Mathematics 241. Introduction to Calculus and Analytic Geometry. (F,S)(4)
Review of algebra, limits, the derivative, differentiation of algebraic and trigonometric functions, applications of the derivative, extrema, and the antiderivative. *Prerequisite*: Mathematics 131, 133 and study of trigonometry in high school.

Mathematics 242. Intermediate Calculus and Analytic Geometry. (F,S)(4)
The integral, applications of the integral, logarithmic and exponential functions, trigonometric functions, hyperbolic functions, techniques of integration, L'Hospital's Rule and indeterminate forms, and improper integrals. *Prerequisite*: Mathematics 241.

Mathematics 243. Advanced Calculus and Analytic Geometry. (S)(4)
Topics selected from polar coordinates, vectors, solid analytic geometry, partial differentiation, multiple integration, infinite series, and differential equations. *Prerequisite*: Mathematics 242.

Mathematics 301. Principles of Geometry. (F)(3)
Mathematical Proof: conjunctions, disjunction, implications, truth tables. Proofs using triangles, polygons, and circles. Transformations, area, space geometry, and non-Euclidean geometries. *Prerequisite*: Mathematics 131, 133 or 204. (Even years only.)

Mathematics 321. Discrete Mathematics. (F)(3)
Logic, methods of proof, sets, relations, functions, equivalences, combinatorics, induction, recursion, elementary number theory, linear programming, and an introduction to mathematical modeling. *Prerequisite*: Mathematics 131 or permission of the instructor. (Even years only.)

Mathematics 331. Introduction to Linear Algebra. (F)(3)
Vector algebra in Euclidean spaces, lines and planes in space, matrices and linear equations, abstract vector spaces. *Prerequisites*: Math 131 and permission of the instructor. (Odd years only.)

Mathematics 332. Linear Algebra. (S)(3)
Vector spaces, subspaces, linear independence, linear transformations, determinants, inner product spaces, orthogonality, and unitary transformations. *Prerequisite*: Mathematics 331. (Odd years only.)

Mathematics 333. Modern Algebra. (S)(3)
An introduction to abstract algebra including groups, subgroups, quotient groups, isomorphism theorems, rings, and ideals. *Prerequisite*: Mathematics 241 or permission of the instructor.

Mathematics 372. Probability and Mathematics Statistics. (F)(3)
Theoretical probability using point set approach, probability as a frequency ratio; probability for finite sample spaces; conditional probability; joint and continuous distributions, binomial distribution; Baye's theorem; statistical applications of probability; theory of sampling and variance. *Prerequisites*: Mathematics 242, which may be taken concurrently, and permission of the instructor. (Even years only.)

Mathematics 402. Functions of a Complex Variable. (F)(3)
Complex numbers, analytic functions, elementary functions of a complex variable. Cauchy's formula, Liouville's theorem, Laurent's series, residues, contour integration, conformal mapping, physical applications. (Even years only.)

Mathematics 403. Introduction to Analysis. (F)(3)
Sets and functions, topological ideas, LUB property, real sequences, continuity, mean value theorems, integration, definite integrals, Taylor's theorems, improper integrals, convergence of infinite series, power series, improper integrals with parameter. (Odd years only.)

Mathematics 471. Differential Equations. (S)(3)
Differential equations of first order and first degree, differential equations of first order and higher degree, differential operators and linear differential equations, reduction of order. *Prerequisite*: Mathematics 242. (Even years only.)

Physics

Requirements for a Major:

PHYS 211-212	General Physics	(4)(4)
PHYS 213-214	General Physics Laboratory	(1)(1)
PHYS 312	Electricity and Magnetism	(4)
PHYS 331	Heat and Thermodynamics	(3)
PHYS 401*	Principles of Modern Physics	(3)
PHYS 411	Classical Mechanics	(3)
CHEM 111-112	General Chemistry	(3)(3)
CHEM 131-132	General Chemistry Laboratory	(1)(1)
GNSC 471	Science Seminar	(1)
MATH 241	Introduction to Calculus and Analytical Geometry	(4)
MATH 242	Intermediate Calculus and Analytical Geometry	(4)
MATH 243	Advanced Calculus and Analytical Geometry	(4)
PHYS 211-212	General Physics	(4)(4)
PHYS 213-214	General Physics Laboratory	(1)(1)
PHYS 312	Electricity and Magnetism	(4)
PHYS 331	Heat and Thermodynamics	(3)
PHYS 401*	Principles of Modern Physics	(3)
PHYS 411	Classical Mechanics	(3)
An additional eight hours of upper level physics courses.		(8)

*CHEM 332 may substitute for PHYS 401.

Requirements for a Minor: A minimum of twenty-one semester hours of Physics numbered 211 and above, including Physics 211, 212, 213, 214, 401, and either 312 or 331.

Physics 111-112. College Physics. (F,S)(3)
These courses are intended for life science and non-science students. They must be taken sequentially. Physics 111 topics include mechanics of motion; the properties of solids, liquids, and gases; and thermal phenomena. Physics 112 topics include wave motion and vibrations; electricity and magnetism; optics; and selected topics in modern physics. Does not count toward a minor. *Co-requisite*: Mathematics 131 or permission of the instructor.

Physics 113-114. College Physics Laboratory. (F,S)(1)
Laboratory experiments accompanying Physics 111 and 112 respectively to illustrate basic principles and develop laboratory skills. No credit may be received for these laboratory courses without concurrent or prior completion of the corresponding lecture course.

Physics 211-212. General Physics. (F,S)(4)
Mechanics of solids, liquids and gases; laws of thermodynamics; kinetic-molecular theory, vibrating bodies; wave physics; laws of Coulomb, Faraday, Ampere, Ohm, Joule, and Lenz; electromagnetism; optics. *Pre- or Corequisite*: Mathematics 242.

Physics 213-214. General Physics Laboratory. (F,S)(1)
A general physics laboratory course involving experiments in mechanics, heat, sound, electricity, magnetism, and optics. Experiments are coordinated with Physics 211-212.

Physics 303. Relativity. (on demand)(3)
Einstein's Special Theory of Relativity, including relativistic kinematics and relativistic momentum and energy. *Prerequisite*: Mathematics 131.

Physics 310. Statics. (S)(3)
Study of force systems on bodies at rest. Applications of conditions of equilibrium to coplanar and space systems. Virtual work, centroids, moments of inertia, and products of inertia. *Prerequisite*: Physics 211. (Even years only.)

Physics 312. Electricity and Magnetism. (F)(4)
Electric charges, forces, field and potential with associated magnetic forces and fields; dielectric theory; capacitance, inductance, resonance, and oscillations; series and parallel DC and AC circuits; measuring instruments; Maxwell's equations and electromagnetic waves. Four lecture hours per week. Strongly recommend prior enrollment in Physics 232. *Prerequisites*: Physics 212 and Mathematics 243 and 471. (Odd years only.)

Physics 331. Heat and Thermodynamics. (F)(3)
Thermodynamic systems and processes, equations of state, PVT surfaces and real substances, laws of thermodynamics, energy equations, enthalpy, entropy, thermodynamic potentials, application of thermodynamics to simple systems. *Prerequisites*: Physics 212 and Mathematics 243. (Odd years only.)

Physics 332. Basic Electronics Laboratory. (on demand)(3)
Theory and applications of solid state devices, power supplies, A.C. and D.C. circuits, schematic diagrams, computer interfacing, control circuits. *Prerequisites*: Physics 112 or Physics 212, Mathematics 242.

Physics 401. Principles of Modern Physics. (F)(3)
Elementary concepts of quantum mechanics, selected topics in atomic and nuclear physics. *Prerequisites*: Physics 212 and Mathematics 242. (Even years only.)

Physics 411. Classical Mechanics. (S)(3)
Motion of a particle, systems of particles, rigid bodies; moving coordinate systems; Lagrange's equations; small oscillations. *Prerequisite*: Mathematics 243. (Odd years only.)

Physics 420. Experimental Physics. (S)(2)
An upper-level physics laboratory course focusing on fundamental physical constants. Includes computer simulations. The class consists of one lecture hour and one laboratory hour. *Prerequisites*: Physics 211, 212, 213 and 214. (Even years only.)

Science Education Majors

(Specialization Component for Certification)
Students who wish to teach secondary science may choose one of the following certification areas: Biology, Chemistry, Mathematics or Physics. Certification to teach requires satisfying the requirements for a major in that area.

Pre-Professional Programs

Dentistry
Engineering
Medicine
Optometry
Pharmacy
Physical Therapy
Veterinary Medicine

While these are not majors, students who have interest in professional programs or allied health fields may fulfill entrance requirements for these schools while pursuing a bachelor's degree at Union. Since admission requirements to professional schools vary considerably, students having interest in these fields work with their advisor, who assists with the admission process into professional school and helps select an appropriate program of study. Students are advised to inform their advisors of interest in professional schools as early as possible.

In engineering, cooperative 3-2 plans have been worked out with the University of Kentucky and with Auburn University. Students spend their first three years at Union taking certain pre-engineering courses and a solid program in the liberal arts. The next two years are spent in-residence at the cooperating university, which the student enters as a junior. Both the Bachelor of Science from Union and the Bachelor of Science in engineering from the cooperating university will be awarded to the student after successful completion of all requirements.

Department of Social and Behavioral Sciences

Joni Caldwell, Department Chair

Majors: Criminal Justice, Psychology, Sociology
Minors: Criminal Justice, Economics, Political Science, Psychology, Sociology
Other Programs: Liberal Education Core courses, Area in Social Studies (please refer to Department of Educational Studies)

Liberal Education Core Courses

Appalachian Studies

Appalachian Studies 101. Appalachian Explorations. (F,S)(3)
This course is an integrated, introductory exploration of the Appalachian Region through cultural study, service-learning, and wilderness experience.

Appalachian Studies/Service Learning 102. (F,S)(1)
This course is designed to provide students with experience and reflection during a mid-term break or during a semester project concerning the nature of community and social problems, and to prepare students for civic engagement and social responsibility. The course will include a supervised service learning component through which students will develop skills and knowledge to meet community needs and better understand societal problems. (See Service Learning in the Academic Program section)

Appalachian Studies 103. Appalachian Wilderness Experience. (S)(1)
A field experience course in wilderness recreation and related land-use issues in Appalachia, to take place during spring break. Students will keep a reflective journal and write a research paper on a topic directly related to their field experience. Since the specific content of the course and the locales visited will vary each time the course is offered, the course may be repeated twice for credit. *Prerequisites*: APST 101 and permission of the instructor. This course may not be taken concurrently with APST 203.

Appalachian Studies 202. Service-Learning. (F,S)(3)
The course has as its major objective the encouragement of critical thinking and practical experience with respect to the concepts of citizenship and social responsibility. To achieve this objective the course will examine Service-Learning from historical and contemporary perspectives, and provide students with a guided community-based learning experience. *Prerequisite*: APST 101.

Appalachian Studies 203. Wilderness in Appalachia. (S)(3)
An introduction to wilderness in Appalachia as seen from ecological, social, political, and economic perspectives. Lectures, class discussion, readings, and writing assignments will lead up to, reflect upon, and complement a sustained and intensive wilderness field experience, which will occur during the spring break.

Prerequisites: APST 101 and permission of instructor. This course may not be taken concurrently with APST 103.

Appalachian Studies 204. Appalachian Culture. (F,S) (3)

This course will introduce the culture of the Appalachian Region, from its earliest inhabitants, through the various immigrant groups, to the current situation of multicultural mixture. *Prerequisite*: APST 101.

Social and Behavioral Sciences

Social and Behavioral Sciences 101. Foundations of the Social and Behavioral Sciences (F)(3)

This course is designed to familiarize students with the questions asked in the Social and Behavioral Sciences, and the theories and methods used to deal with them. It will include topics from Political Science, Criminal Justice, Economics, Statistics and Experimental Design, as well as Sociology, Psychology and Anthropology. Thi course may be taken in either the freshman or sophomore year but must be completed by the end of the sophomore year.

Social and Behavioral Sciences 102. Applications in the Social and Behavioral Sciences (S)(3)

This course is designed to familiarize non-social science majors with empirical applications of the Social and Behavioral Sciences. It will include topics from Anthropology, Criminal Justice, Economics, Geography, Politic Science, Psychology, Sociology and Statistics and Experimental Design. *Prerequisite*: SBSC 101.

Majors, Minors, and other programs

Anthropology

Anthropology 221. Introduction to Cultural Anthropology. (F)(3)

A survey of the archaeological and biological history of mankind as it relates to the development of man and hi culture, with comparisons drawn between the cultures of primitive people and Western Civilizations.

Anthropology 251. North American Indian Cultures. (S)(3)

The historical development of North American Indian technology, and the cross-cultural study of four diverse Indian cultures at the time of White contact, will be the main focus of this course. Economics, ecology, technology, role relations, medicine, politics and conflict will be the focus of study in each culture.

Behavioral Sciences

Behavioral Science 245. Basic Statistics: Theory and Application. (F,S)(3)

Basic concepts of descriptive and inferential statistics, illustrations of applications in the fields of sociology, psychology, business, education, and natural science.

Behavioral Science 246. Methods of Behavioral Science Research. (S)(3)

Techniques and philosophies of behavioral science research including experimental, quasi experimental, survey, evaluation, field, and unobtrusive designs for the collection and interpretation of information.

Behavioral Science 495. Independent Study. (on demand)(1-3)

Criminal Justice

Requirements for a Major: Thirty semester hours of course work in the following: Criminal Justice 101, 201, and 302; Political Science 307 and 401; Sociology 363 and 464; and an additional nine semester hours chosen from the following: Criminal Justice 205 and 387, Psychology 202, 352 Sociology 231, or certain experimental courses.

Requirements for a Minor: Twenty-one semester hours of course work including the following: Criminal Justice 101, 201, and 302; Political Science 307; Sociology 363; and an additional six semester hours chosen from the following: Criminal Justice 205 and 387, Political Science 401, Psychology 202, 352, Sociology 231, 464, or certain experimental courses.

Criminal Justice 101. Introduction to Criminal Justice. (F,S)(3)
An introduction to the criminal justice process including the areas of criminal justice administration, the police, the courts, and corrections.

Criminal Justice 201. Criminal Procedure. (F)(3)
The law pertaining to the rights of defendants to criminal charges including: theories of responsibility, exclamatory matters, criminal trial procedures, classifications of evidence, presumptions, relevance, expert testimony, testimonial privileges, hearsay, confessions, and impeachment.

Criminal Justice 205. Introduction to Criminal Law. (S)(3)
An introduction to criminal law including the origins and principles of criminal law, criminal liability, and crimes against persons and property.

Criminal Justice 302. Methods and Problems of Investigation. (S)(3)
This course introduces the student to the fundamentals of police science investigation. An overview of the current problems that law enforcement investigators face will be addressed. Also, a comparative analysis of different agencies will be outlined. *Prerequisites*: Criminal Justice 101 or permission of the instructor.

Criminal Justice 387. Criminal Justice Practicum. (on demand)(3)
Criminal justice practicum consists of an eighty hour field placement in one of the areas of criminal justice: corrections, courts, or police. *Prerequisites*: Criminal Justice 101 or permission of the instructor.

Criminal Justice 495. Independent Study. (on demand)(1-3)

Please see the relevant sections of the catalog under Political Science, Psychology, and Sociology for a description of the remaining courses in the Criminal Justice degree programs.

Economics

Requirements for a minor: Twenty-one semester hours. Business Administration majors wishing to minor in Economics must take Econ 251, 303, 304, 354, 363, 457 and one elective from 300 and above.

Economics 203. Principles of Macroeconomics. (F)(3)
This course will introduce the student to macroeconomic theory including a study of the economizing problem, pure and mixed economics systems, demand and supply, the economic functions of government, national income accounting, the business cycle, employment theory, money and banking, and fiscal policy.

Economics 204. Principles of Microeconomics. (S)(3)
This course will introduce the student to microeconomic theory, including demand and supply analysis, elasticity, the production function, price and output determination, costs of production, pricing and employment of resources, and market structures.

Economics 251. Environmental Economics. (F)(3)
This course studies the societal choice in the use of scarce resources and how it is related to ecosystem survival, environmental quality, and human welfare. (Even years only).

Economics 303. Intermediate Macroeconomics. (F)(3)
This course examines in greater detail the theoretical foundations of fiscal and monetary policy, and allows students to experience macrocomputer models and modeling of macroeconomic issues including indexing, forecasting and analyzing GDP and other macroeconomic data, and use of key economic indicators in determining Federal Reserve policy. *Prerequisite*: Economics 203 and Behavioral Sciences 245. (Even years only)

Economics 304. Intermediate Microeconomics. (S)(3)
This course examines in greater detail the theoretical foundations of consumer demand and production theory. It further enhances understanding of microeconomic concepts by using computer models and empirical analysis of relevant data. *Prerequisites*: Economics 204, Behavioral Science 245, and Computer Information Systems 112, or permission of the instructor. (Even years only)

Economics 354. Managerial Economics. (S)(3)
This course is designed to illustrate how business managers can utilize knowledge of economic principles to help make managerial decisions. Topics covered will include: market demand, empirical estimation of demand and/or supply, production and costs, decision under uncertainty, organizational decisions and production decisions. *Prerequisites*: Economics 204 and Behavioral Science 245. (Odd years only)

Economics 363. Money & Banking. (S)(3)
Objectives of this course include introducing the student to the development of the commercial banking system, the Federal Reserve System and further exploration of fiscal and monetary policy. *Prerequisite*: Economics 203. (Odd years only)

Economics 410. Current Topics in Economics. (S)(3)
This course examines topics in economics that are controversial and noteworthy in analysis and conclusions for policy makers. It requires application of economic theory in both micro- and macroeconomics to selected topics. *Prerequisites*: Economics 203, 204, Behavioral Science 245 and junior standing. (Even years only)

Economics 457. International Economics. (F)(3)
This course is designed to familiarize the student with the principles and techniques necessary to understand economics in an international setting. Topics covered will include: absolute and comparative advantage, protectionism in various forms, economic decision-making in a global setting, applications of economic theory to multi-national firms, and numerous other international economics topics. *Prerequisites*: Economics 203, 204, Behavioral Science 245, and junior standing. (Odd years only)

Economics 488: Economics Seminar. (F, on demand)(3)
An advanced course of selected topics of interest in the field of Economics. *Prerequisite*: Business major/minor with junior or senior standing and 21 credit hours in business courses or permission of the department head. (Odd years only)

Geography

Geography 101. Introduction to Geography. (S)(3)
Emphasis on the concepts of place, region, spatial interaction, landscape interpretation and landscape evolution. Deals with the graphic media of geography - maps, graphs, scale models. Case studies illustrate geographic principles to familiarize students with various parts of the world. For future teachers as well as students of the natural and social sciences.

Geography 233. Geography of Appalachia. (on demand)(3)
A systematic analysis of the physical, demographic, economic, and cultural characteristics of the Appalachian landscape, with emphasis on the great diversity within the region.

Political Science

Requirements for a Minor: Twenty-one semester hours, including Behavioral Science 246 and Political Science 101. For more information on the History/Political Science major, please refer to the Department of History section)

Political Science 101. American National Government. (F)(3)
A survey of the principal characteristics of the American National Government; examination of constitutional principles, federalism, political participation, institutions of government, and the politics of public policy. See the History section of the catalog for information on the History and Political Science area major.

Political Science 231. International Politics. (F)(3)
Basic historical, economic, and cultural factors in the international political system. The rise and development of Western nation-state systems; the foundations of national power; sovereignty, nationalism and imperialism; the development of international organizations and cooperation.

Political Science 305. American Political Parties and Politics. (F)(3)
The organization, functions, and practices of political parties in the United States, their methods of influencing public opinion, their role in nominations and elections, and their impact on popular government. (Odd years only.)

Political Science 307. Criminal Justice Administration. (S)(3)
A study of the administrative principles and management practices of criminal justice organizations including: the police, courts, and correctional facilities.

Political Science 308. The American Presidency. (F)(3)
Analysis of the institution of the presidency, its functions, formal and informal relationships, and its limitations within the American political system. (Even years only.)

Political Science 401. Public Policy and Criminal Justice. (F)(3)
The study of policy questions in the criminal justice system. Particular emphasis is placed on a detailed examination of the major policy issues that link crime, politics, administration, and the law.

Political Science 460. Political Philosophy. (S)(3)
The chronological and thematic examination of perennial issues in political science including liberty, justice, equality, political obligation, and political authority as developed over time by the political philosophy of Greek and Latin philosophers, Medieval thinkers, and modern theorists representing various world-wide perspectives. (Odd years only.)

Political Science 461. Administrative Management. (on demand)(3)
Methods of applying administrative principles to the operation of government agencies. Relevance of administrative theory to management procedures in government; the relation of policy formation and implementation to the administrative policy system environment.

Political Science 470. Political Violence. (S)(3)
The purpose of this course is to introduce the student to the issues relating to violence as a component of politics. Topics such as terrorism, warfare, and arms proliferation will be analyzed. In addition the course will familiarize the student with several regional conflicts, i.e., Northern Ireland. (Odd years only.) *Prerequisite*: Political Science 231 or permission of the instructor.

Psychology

The Psychology Major at Union College offers students broad exposure to diverse knowledge domains within the discipline of psychology. Psychology students are expected to take a range of courses in clinical, cognitive, and experimental psychology, and have the opportunity as well to pursue their own area of specialization. The Psychology Major intends to offer rigorous preparation for the variety of career goals that the student may be seeking, whether these involve graduate education, positions in the helping professions, or simply the desire to increase her or his knowledge of human behavior.

Requirements for a Major: Forty-one semester hours, including Behavioral Sciences 245, 246, Psychology 200, 215, 290, 352, 372, 390, 391, 461, and 490.
Requirements for a Minor: Twenty-one semester hours including Behavioral Sciences 245, 246, and Psychology 200.

Psychology 200. Introduction to Psychology. (F,S)(3)
Emphasis on the study of human behavior and the ability of the individual to make adjustments to his environment. *Prerequisite*: SBSC 101 or permission from instructor.

Psychology 201. Psychology of Personal Adjustment. (on demand)(3)
Factors determining the development of personality, principles of mental health, and problems involved in the dynamics of human adjustment.

Psychology 202. Forensic Psychology. (F)(3)
An application of psychological principles to the criminal justice system. Topics include: the relationship between the legal and mental health systems, the assessment of criminal responsibility, the psychodynamics of criminal behavior, and intervention strategies. (Odd years only).

Psychology 215. Physiological Psychology. (F)(3)
This course examines the biochemical, neuroanatomical, and physiological bases of human and animal behaviors such as sensory perception, motor function, language, learning, memory, and emotion. *Prerequisite*: PSYH 200, or SBSC 101 with permission from instructor.

Psychology 220. Lifespan Development. (S)(3)
This course examines the theories and research on psychological development from birth to death. This course will focus on the topical areas of physical, cognitive, and social changes that occur throughout life. (Odd years only). *Prerequisite:* PSYH 200, or SBSC 101 with permission from instructor.

Psychology 250. Practicum in Counseling Psychology. (F,S)(1-3)
Supervised practical field experience at approved practicum sites. Sites will involve working in the area of

counseling and psychotherapy, or related psychological service opportunities. The practicum is intended to integrate classroom theory and learning with formal work experience. Practicum sites are selected by the student on an individualized basis and in consultation with the instructor. Only those sites with adequate supervision and educational experience for the student will be approved for the practicum experience. The course is repeatable, and may be taken for up to 3 credits. *Prerequisite*: PSYH 200 or permission of instructo

Psychology 290. Clinical Psychology. (F)(3)

An introduction to the basics of clinical psychology. This course stresses the importance of theory, quality research, prevention, assessment skills, and clinical abilities in interventions. Reviews and examines three theoretical perspectives – psychoanalytic, behavioral, and phenomenological – and makes use of case materia and real-world applications to illustrate each theoretical approach. There will be an emphasis on the advantag of the scientist-practitioner model of preparation for the multitude of functions available to clinical psycholo-gists. *Prerequisite*: PSYH 200, or SBSC 101 with permission from instructor.

Psychology 320. Cross-cultural Psychology. (on demand) (3)

This course examines human behavior from a cross-cultural perspective. This course will evaluate psychologic theories that make assumptions from a limited cultural perspective through exploring recent research and topics that challenge these commonly accepted psychological theories. The goal of this course is to provide a broader knowledge and understanding of the field of psychology outside of the U. S. culture. *Prerequisite*: PSY 200 or permission from instructor.

Psychology 330. Social Psychology. (F)(3)

Major emphasis is on problems involved in human relations. Designed to help the individual to understand an adjust to group thought and action. Attention is given to recent psychological and sociological research in human relations. (Even years only). *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 350. Cognition. (F)(3)

An introduction to the study of human information processing. Topics include attention, thinking, pattern recognition, short and long- term memory, semantic memory, mental imagery, problem solving, creativity, and language acquisition. (Even years only). *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 352. Abnormal Psychology. (S)(3)

Mental disorder, changing conceptions of normality, the more common forms of mental disorders, their psychological interpretation, principles of effective mental hygiene, and contemporary approaches to psychotherapy. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 360. Sensation and Perception. (S)(3)

An introduction to the principles and theories of human perception. The anatomy and physiology of different sensory modalities are examined. Topics include vision, hearing, touch, taste, and smell. Psychophysics is covered. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 372. Experimental Psychology. (S)(3)

This course will build on the concepts and principles learned in BHSC 245 and 246. Topics include ethics in research, writing research proposals and reports, selecting the appropriate research design and statistical analyses, performing literature researches, and critically reviewing published research reports. Students will be introduced to frequently used statistical and graphic computer packages in psychology. Students will be required to write a research proposal that includes a hypothesis, literature review, and experimental plan. If approved by the professor, students may choose to implement the research proposal in PSYH 492. Prerequi-sites: PSYH 200, BHSC 245 and 246.

Psychology 390. Classics in Psychology I. (F)(1)

Students will read and discuss classics in the history of psychology; includes Ancient, Medieval, and Renaissanc authors. (Begins in Fall 2003). *Prerequisite:* PSYH 200 or permission from instructor.

Psychology 391. Classics in Psychology II. (S)(1)

Students will read and discuss classics in the history of psychology; field of experimental and scientific psychology; includes contemporary authors in the field of experimental and scientific psychology. (Begins in Spring 04). *Prerequisite:* PSYH 200 or permission from instructor.

Psychology 402. Counseling Theories and Techniques. (S)(3)

Basic theories, types, and techniques of counseling. Practice in individual and group techniques of interviewing *Prerequisite:* PSYH 290 or permission from instructor.

Psychology 410. Psychology of Addictions. (on demand)(3)

Major emphasis is on factors determining the development of addictions, including physiological, emotional, cognitive, and behavioral dimensions of the addictive process. Also emphasizes intervention and treatment

strategies for the various types of chemical dependency and substance abuse. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 420. Learning. (F)(3)
This course examines the fundamental principles of learning theories and the factors that influence behavior such as motivation, memory, and attention. The relationship of animal to human behavior will be emphasized. Topics include learning through modeling and associations; classical and operant conditioning; choice and self-control; and voluntary action and free will. Language acquisition will also be analyzed. (Odd years only). *Prerequisite:* PSYH 200, or SBSC 101 and permission from instructor.

Psychology 450. Practicum in Counseling Psychology. (F,S)(1-3)
Supervised practical field experience in approved practicum sites, with an academic component designed to strengthen the student's theoretical background with regard to the work of the practicum. Sites will involve working in the area of counseling and psychotherapy, or related psychological service opportunities. The practicum is intended to integrate classroom theory and learning with formal work experience. Practicum sites are selected by the student on an individualized basis and in consultation with the instructor. Only those sites which provide adequate supervision and educational value for the student will be approved for the practicum experience. The course is repeatable, and may be taken for up to 3 credits. *Prerequisites*: PSYH 200, upper division status, and permission from instructor.

Psychology 460. Theories of Personality. (on demand)(3)
Nature of personality structure and dynamics. Classical psychoanalysis, social psychological and stimulus-response theories included. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 461. History and Systems of Psychology. (F)(3)
Origins of psychological thought within science and philosophy, tracing the development of systems and theories within German, British, and American psychology. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 475. Advanced Behavioral Neuroscience. (on demand)(3)
This course will cover advanced topics in the field of behavioral neuroscience with greater emphasize on the areas examined in Physiological Psychology. Through class lecture and laboratory exercises, students will explore the theories and experimental methods used in the field of behavioral neuroscience. *Prerequisite*: PSYH 215.

Psychology 480. Special Topics in Psychology. (on demand)(3)
An intensive study of selected topics of interest within the discipline of psychology. May be repeated for credit as the topic varies. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 490. Contemporary Issues in Psychology. (S)(3)
Building on the classical and historical background provided in the liberal education core, this senior seminar course provides students the opportunity for intensive study in the contemporary issues and future directions within the discipline of psychology. In this capstone course, the student will complete a Senior Project under the direction of an advisor in either clinical or experimental psychology, and will develop the "life philosophy document" as a final integration paper based on her or his four years of study in the core and the major. (Begins in Spring 04). *Prerequisite:* PSYH 461.

Psychology 492. Research Practicum in Psychology. (F,S)(3)
Students will apply the principles and concepts learned in PSYH 372 by developing and implementing a research project of their interest approved by the instructor. Research activities could range from refining existing experimental procedures to identifying interesting new research questions and developing new experimental manipulation to examine them. Students are required to submit a written report and orally present their research project. Such experiences, particularly if they are extended over several semesters, will further advance the student's ability to obtain graduate training for a career in any area of psychology, whether counseling and therapy, government, industry, science, or academia. May be repeated up to 2 times. *Prerequisite:* PSYH 472.

Psychology 495. Independent Study. (on demand)(1-3)

Sociology

Sociology is the scientific study of human behavior and society. Sociology students are introduced to the concepts, theories, and research methods used by sociological practitioners to understand a broad range of human activities: from those that connect humankind across the globe, to activities that sustain meaning in a small group. The sociology major prepares students for graduate study or for entry-level employment in the criminal justice system, helping professions, and business community, as well as in a variety of other professions. Also, the sociology major was developed in a manner that will allow students to complete concentrations in related areas such as psychology or criminal justice.

Requirements for the Major: Thirty-two semester hours, including Behavioral Sciences 245, Behavioral Sciences 246, Sociology 131, Sociology 301, Sociology 302, Sociology 460. Psychology 330 is strongly recommended and will be credited toward the thirty-two semester hour requirement.

Requirements for the Minor: Twenty-one semester hours, including Behavioral Sciences 245, Behavioral Sciences 246, Sociology 131. Psychology 330 is strongly recommended and will be credited toward the twenty-one semester hour requirement.

Sociology 131. Introduction to Sociology. (F)(3)
The social interaction of persons and groups; man's cultural heritage and social nature; analysis and principles of group life; forms of collective behavior; the process of socialization; social structure, interaction and reorganization, including race relations and social class; a variety of social institutions; the family, education, religion; the economy and politics; social change.

Sociology 231. Juvenile Delinquency. (F)(3)
An introduction to the study of juvenile delinquency and the juvenile justice system. The course investigates the topics of juvenile law, theories of causation procedural issues, and their interrelationships.

Sociology 241. Sociology of Appalachia. (F,S)(3)
Uses the basic principles and concepts of sociology to study life in the Appalachian region. The areas of study include socio-economic class, culture, folklore, social institutions, the family, religion, schooling, poverty, and development.

Sociology 251. Current Socio-Economic Problems. (F)(3)
Scientific understanding of social problems; problem areas in contemporary American society; types of persona disorders and role impairment; the influences of social change on the structure of society. Attention is also given to the question of why certain forms of deviance become defined as social problems.

Sociology 255. Selected Topics in Political Sociology. (on demand)(3)
A series of seminars and small group discussions organized around a set of case readings in the area.

Sociology 271. Marriage and the Family. (F,S)(3)
Background experiences in the lives of young people leading up to courtship and marriage; the establishment and functioning of the home, with related biological and social factors. Emphasis upon changing attitudes toward family relationships, some of the problems involved and suggested solutions.

Sociology 301. Readings and Practice in Sociology I. (F)(1)
Students read selected material in sociology and compare the theoretical views with real world experiences. Selected material in this course will focus on the sociological perspective, the development of the discipline, and some of the contributions of early sociologists. *Prerequisite*: Sociology 131.

Sociology 302. Readings and Practice in Sociology II. (S)(1)
Students read selected material in sociology and compare theoretical views with real world experiences. Selected material in this course will focus on current theoretical perspectives in sociology, and their role in driving sociological research. *Prerequisite*: Sociology 131.

Sociology 311. Human Ecology. (S)(3)
Population distribution, growth, composition, and its relevance to current economic, social, and political problems. *Prerequisites*: Sociology 131 or permission of the instructor. (Even years only)

Sociology 353. Minority Groups. (F)(3)
A social scientific study of the origin and organization of minorities and their effect on society, with particular emphasis on minorities in the United States. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 363. Sociology of Corrections. (S)(3)
The study of the origins and organization of corrections in the United States. Topics include correctional ideologies, the social structure of various types of correctional facilities, probation, and parole. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 371. Social Institutions. (on demand)(3)
An examination of the structure and function of social institutions, with primary orientation within the American milieu. Particular emphasis on socialization, stratification, social change, and relations among institutions. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 372. Social Stratification and Inequality. (on demand)(3)
An analysis of the social stratification system including the concepts of class, status, prestige, income, and wealth; and, the impact of social stratification on American society. *Prerequisites*: Sociology 131 or permission of the instructor. (Odd years only.)

Sociology 387. Field Practicum in Sociology. (on demand)(3)
The field practicum in sociology is designed to give social science majors practical experience in a professional field related to sociology. Field placements will include such diverse experiences as working in the county clerk's office, pre-trial services, social services and other programs. *Prerequisites*: Behavioral Science 245, and either Anthropology 221, Psychology 200 or Sociology 131, and permission of the instructor.

Sociology 421. Rural and Urban Sociology. (S)(3)
Comparative and interrelated study of urban and rural life considering physical, institutional, social and economic factors of modern life in cities and in the countryside. *Prerequisites*: Sociology 131 or permission of the instructor. (Odd years only.)

Sociology 433. Social Change. (on demand)(3)
This course introduces students to the problems of development and change. Examples will be drawn from Third World models of development, nationalism, imperialism, environmentalism, and human rights. The course is interdisciplinary, with emphasis on historical, economic, environmental and sociological aspects. *Prerequisites*: Sociology 131 or permission of instructor.

Sociology 460. Sociological Theory. (F)(3)
The major theories which have proved useful in investigating the nature of society are examined as cultural products, ideologies, and scientific models. Special attention is given to major figures such as Comte, Durkheim, Weber, Merton, C. Wright Mills, White and Sorokin in the emergence and convergence of their theoretical development. Lecture and discussion in a seminar setting. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 464. Sociology of Deviance and Criminology. (S)(3)
This course will develop an understanding of the social definitions and implications of deviance. Various types of deviant behavior and relevant theories of society will be addressed. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 470. Collective Behavior and Social Movements. (S)(3)
An analysis of the theoretical interpretations made by social and behavioral scientists of individual and collective behavior in crowds, demonstrations, disasters, social movements, riots, and political revolutions in Western Culture focusing on the United States from 1870 to the present. *Prerequisites*: Sociology 131 or permission of the instructor.

Sociology 495. Independent Study. (on demand)(1-3)

Pre-Law Program

Most law school admissions committees require a student to have a four-year college program leading to the Bachelor of Arts or Bachelor of Science degree plus an acceptable score on the Law School Admissions Test. Regardless of the major, elective hours in accounting, business, history, political science, philosophy, and English prove helpful. Students should consult with our pre-law advisor, Dr. John Taylor (in the History Department), no later than the junior year.

The Campus Community

The Student Life Program

The mission of the student life program is to build a learning environment that empowers, encourages and challenges students. The student life team is committed to providing outstanding services to its campus and broader communities and focuses its energies and resources on student learning initiatives such as leadership, service, teamwork, and personal and community development.

Below is a short listing of services and opportunities available on the Union College campus. A comprehensive student handbook, *On Belay*, serves as companion to this catalog. The handbook is available on the College's web site in an electronic form.

Student Organizations

The College has more than 30 student organizations that provide interesting leadership and learning opportunities. Organizational interests include academic support and recognition (honor societies), community service, campus programming and activities, residence life, student community government, spiritual development, wellness, wilderness/environmental, vocal, theatrical etc.

Intercollegiate Athletics

Union College is a member of the Appalachian Athletic and Mid-South Conferences and the National Association of Intercollegiate Athletics (NAIA). The college promotes athletics for physical development and as a vibrant part of the program of extra-curricular activities. Union teams are noted for "clean" sport and competitive spirit. Sport for fun and character building is fundamental. In intercollegiate competition for women, varsity teams in basketball, golf, mountain biking, soccer, softball and volleyball represent the College.

Men's varsity teams compete in basketball, baseball, football, golf, mountain biking and soccer.

Additionally, Union sponsors a varsity cheerleading squad, which is open to both men and women, and junior varsity teams for men's and women's basketball and men's soccer.

Intramural Activities

The College strives to maintain a "sports for all" intramural program. Activities include flag football, basketball, outdoor floor hockey, mud-ball, softball, and volleyball. The intramural organization is, in general, made-up of men's, women's, and co-ed independent teams. The program includes both team and individual sports. Everyone is urged to take part – it's great fun and really keeps one in shape! *Union College is a member of the National Intramural-Recreational Sports Association (NIRSA).*

Student Conduct

ıe opportunity to become a member of the Union College community is not afforded to just anyone. ıe expectations are high, and it is important that each member of the community strive toward aintaining that tradition by modeling and empowering others to be honest and respectful, and to ɔmmit personal responsibility in all relationships.

The complete texts for the College's social and academic conduct codes are printed in the student ındbook. The Vice President for Academic Affairs is the chief academic discipline officer for the ɔllege while the Associate Dean of Students serves as chief judicial coordinator for social and ɔmmunity discipline.

Social Life

udents are encouraged to consider the many options for intellectual, spiritual, social, service and ıysical activity as vital opportunities for developing range in personal development. Students are also rged to seek a healthy balance in their campus involvement in order to maintain high performance ıd success levels. Student Life, in partnership with campus-wide organizations, is responsible for anning, initiating and producing a comprehensive program of student social, educational and creational activities.

Health Services

ıe College, by special arrangement with the Knox County Health Department, maintains a Student ealth Center on campus. Students with special needs should contact the Vice President for Student fe for information on available services. Special physical challenges, AIDS, TB, or special sychiatric history are examples of circumstances that may require special management response ıd support from the College. Confidentiality will be strictly observed. This requirement is created in e interest of assuring clear access, safety, and enjoyment of the campus by each member of the ımpus community.

Campus Housing

ɔuble-occupancy traditional housing and private room apartment-style housing is available for full-time ıdergraduate students. Additionally, a small number of apartments are available for married students.

Housing Policy

ıe College requires that all unmarried (those with no dependent children) full-time undergraduates e on campus. One exception to this rule includes students living with parents or legal guardians in around Knox County. A student wishing to request special permission to secure off-campus housing ıould refer to the Union College student handbook for specific application details. *Note: Institu-ɔnally funded financial aid, grants and scholarships are available only to those who adhere to e college's housing policy.*

I.D. and Address Requirements

very Union College student must maintain a current address listing with the Student Life Office for nergency purposes and must be prepared to show a current Union College ID card on request. ID ırds are issued during Fall and Spring Confirmation.

Counseling Services

ıion College takes seriously its responsibility to provide for the diverse needs of its students. For this eason, the college has established a network of counseling services in the following areas: academic lvising, career planning and placement, spirituality, personal and psychological counseling. ıditionally, members of the student life staff are prepared to assist students with special problems at may arise and to connect them with the best available source of assistance in the college and cal communities.

Admission Information

Joretta Nelson, Vice President for Enrollment Management

Union College evaluates applicants for admission on an individual basis. Decisions are made based on the total potential of the student to profit from and contribute to the Union College academic community. Acceptance decisions are based on the quality of academic achievement, which includes an evaluation of the student's high school grade point average and pre-college curriculum courses, class rank, and ACT and/or SAT I scores.

The Union College Web application for admission may be found at www.unionky.edu. Alternatively, you may request an application by writing or calling:

Office of Admission
Union College
310 College Street
CPO D-5
Barbourville, KY 40906
1-800-489-8646
Fax: 606-546-1667
E-mail: enroll@unionky.edu
Web site: www.unionky.edu

Union College processes applications on a rolling admission basis. An application is considered for admission once all required items have been submitted.

Applying as a First-Year Student:

Students who have graduated from high school or received a GED certificate but have not attended any college or university, are considered to be First-Year Students. The following items must be submitted directly to the Office of Admission:

- The completed application for admission;
- A non-refundable $20 application fee;
- An official, sealed high school transcript or official GED score report form;
- An official ACT or SAT I score. (Standardized test scores are not required for students 25 or older.)

Applicants must authorize the release of their high school transcripts by signing the application form. It is the *student's* responsibility to contact his/her high school to request that an official final transcript be sent to the Union College Office of Admission.

All first-year students' transcripts should include a completed pre-college curriculum, which consists of the following courses:

English	4 units
Mathematics	3 units
Laboratory Science	2 units
Social Science	2 units

In addition, the study of a foreign language is recommended.

Applying as a Home-School Applicant

Union College welcomes applications for admission from students who have completed their secondary school education in a home-schooled environment. The following credentials need to be submitted for evaluation by these applicants:

- The application for undergraduate admission;
- The $20 non-refundable application fee;
- Official ACT or SAT score report forms, submitted directly from the testing agency;
- Complete secondary school record and transcripts (including a grading scale);
- The name and author of textbooks used during instruction;
- Course descriptions or course outlines;
- Documentation of laboratory science experience;
- A full attendance record (days of instruction);
- The academic calendar (August/September, May/June, or other);
- One letter of recommendation speaking to the student's academic promise;

The student may (but is not required to) submit a writing sample, a summary of travel-related experiences or work-related experiences.

Applying as a Transfer Student:

Students applying for admission to Union College who have received college credit from other colleges or universities are considered to be Transfer Students. The following items must be submitted directly to the Office of Admission:

- The completed application for admission;
- A non-refundable $20 application fee;
- Official, sealed transcripts from all colleges/universities attended;
- An official, sealed high school transcript if the student has completed less than 31 semester hours from a regionally accredited institution;
- An official ACT or SAT I score if the student has completed less than 31 semester hours from a regionally accredited institution.

Transfer students applying to Union College must be in good standing with their previous college, and must be eligible to return to that school.

Union College will record a summary of transfer credits, indicating the total number of hours accepted and the quality point average at the sending institution. Union accepts only transfer work in courses with a grade of "C" or above.

Sixty-seven semester hours is the maximum number of hours that will be accepted from a two-year institution. Transfer students must satisfactorily complete 32 semester hours at Union College.

Transfer credits will be accepted at the level of the initiating institution. Therefore, a student transferring from a two-year institution must accumulate 39 semester hours of upper division credit while a student at Union College before they are eligible for graduation. Of that work, at least six upper division hours must be included in any minor; 12 upper division hours must be included in any 30-hour major, and at least 18 semester hours of upper division course work must be included in any 50-hour major or in an area of concentration.

Applying as an International Student:

Students applying for admission to Union College who are not citizens of the United States, and who are not classified by the Immigration and Naturalization Service (INS) as residents of the United States, are considered to be International Students. The following items must be submitted directly to the Office of Admission:

- The completed international application for admission;
- A non-refundable $20 application fee;
- Official, sealed transcripts from all high schools and colleges/universities attended;
- Official copies of ACT and/or SAT I scores if the student wishes to be considered for academic scholarships;
- Official English translation of all transcripts in other languages;
- Official statement of financial support from the student's bank or accountant, providing evidence that the student will have the necessary financial support throughout his/her studies at Union College;
- Completed International Financial Aid form;
- English language proficiency is required for all international students. All international applicants whose home country does not have English as an official language must submit one of the following:
    1. Official TOEFL score or an admissable ACT/SAT I Score
    2. Official Michigan Test score;
    3. Completion of approved ELS English language program.

  English language proficiency is subject to review by the Admission and Academic Standing Committee
- Letters of recommendation, *with the necessary English translations*, are strongly encouraged

It is the applicant's responsibility to provide official English translations of all documents submitted in other languages. These translations must be original documents bearing the signature and seal of the translator or agency, and they must be *literal translations*, not summaries or interpretations of the original documents.

When the international applicant has been admitted to the College, a form I-20 will be issued. If a student uses this form I-20 to enter the United States, he/she is obligated to attend Union College. Once the student enrolls at Union College, he/she is obligated to stay for at least one year. The studen must also maintain a full course of study (at least 12 semester hours per term).

*Deadline for applying for fall semester—May 15; spring semester—October 15

Standardized Tests

Information about the ACT and SAT I is available in the Office of Admission, including a schedule of test dates and locations. All applicants requiring a test score for admission should have their test results forwarded to Union College. The Union College ACT code is 1552, and the SAT I code is 1825

Enrollment Deposit

After official notification of acceptance to the College is received, all new students are required to submit a non-refundable enrollment deposit of $100. This deposit must be submitted by Wednesday, May 1, 2002 for students entering for the Fall 2002 term; by Friday, December 6, 2002 for students entering for the Spring 2003 term, and Monday, May 6, 2003 for students entering for the Fall 2003 term. A separate housing deposit of $50 is required for those who wish to live on campus. Students who do not submit an enrollment deposit will not be allowed to register for classes.

Summer Registration

A one-day summer registration program is required for all new students. The registration session is designed to help students make a successful transition to Union College, and includes academic advising, class registration and financial aid counseling.

Admission Information for other programs

High School Special Program

Juniors in high school may attend classes at Union College the summer before and/or during their senior year in high school. The student must have a "B" average and must have scored at least a 15 on both the English and Reading sections, and at least a 9 on the Elementary Algebra/Pre-Algebra sections of the ACT. Students may enroll for a maximum of six hours in any one term.

GED Acceptance

An applicant may be admitted with a GED high school equivalency score report form, based on the minimum requirements recommended by the American Council on Education. See guidelines above for applying as a first-year student.

Advanced Placement

Students who have scored at least a three on one or more of the AP tests may receive credit and/or advanced placement for their test scores. The Office of the Registrar will determine the credit and/or placement to be awarded.

International Baccalaureate

Union College recognizes International Baccalaureate (IB) level work in the admission process and will grant credit for examination scores of 4 or better on Higher level courses only. IB Certificate recipients will receive one course credit (3 semester hours) for each Higher level score of 4 or better. No credit is given for Subsidiary level examinations.

Early Start

First-year students may enroll for classes the summer before their first full-time fall semester at Union College. Students must not have attended any other college, must graduate in the top half of their high school class, and must have at least a 21 on the ACT or a 980 on the SAT I. Students must also have applied, be admitted and plan to attend Union for the fall semester following their Early Start summer program.

Financial Information

College Expenses

The academic year is divided into two regular semesters, Fall and Spring. In addition, a three-week May Interim and two five-week summer sessions are offered, convening in the months of May, June and July respectively. Applicable tuition and fees are as follows.

Undergraduate Expenses

(per regular semester)	
Tuition (12 to 18 semester hours)	$6,215.00
Community Government Fee	
(per semester – required for all full-time undergraduates)	$25.00
Room and Board Traditional Housing* (19-meal week)	$2,125.00
Private Room Residence Hall (Additional)	$250.00
Total for Traditional Housing Student	
Double Room	$8,365.00
Private Room	$8,615.00
Room and Board Apartment-style Housing* (7-meal week)	$1,750.00
Total for Apartment-style Housing Student	$7,990.00
Student Health Insurance (per academic year – required for all full-time undergraduates unless proof of other health insurance coverage is provided. See Student Insurance section.)	$200.00
Part-time tuition for registering less than 12 or more than 18 semester hours, per semester hour	$230.00

Graduate Expenses

Full-time tuition (12 to 18 semester hours)	$6,215.00
Room and Board Residence Hall	
Double Room	$8,365.00
Private Room	$8,615.00
Part-time tuition (per semester hour)	$230.00

May Interim Term Expenses (2002)

Tuition, Undergraduate (per semester hour)	$230.00
Tuition, Graduate (per semester hour)	$230.00
Room	$130.00
Board (purchase as required)	

Summer Sessions Expenses (2002)

Tuition, Undergraduate (per semester hour)	$230.00
Tuition, Graduate (per semester hour)	$230.00
Room (per session)	$200.00
Board (purchase as required)	

Other Expenses

The fees listed below are not a part of the traditional tuition and board and room charges.

Audit Fee (per semester hour)	$25.00
Late registration fee***	$15.00
CLEP (per test)	$35.00
CLEP Credit Recording fee (per course equivalent for Subject Tests only)	$30.00
Portfolio Fee (per semester hour)	$30.00
Examinations:	
Late final examination fee	$15.00
Credit by examination (Institutional, per credit hour)	$50.00
Transcript-after first copy	$5.00
Student Teaching Fee	$125.00
Appalachian Semester Fee	$200.00
Special Lab or Studio Course	$25.00
College Court Rental, per month (all utilities furnished)****	$230.00
Graduation Fees:	
Degree or Certificate	$20.00
Academic Regalia	$25.00
Absentia	$50.00
Renewal Fee	$5.00

*Vacation periods are not included in the above quotations. Food service and traditional college housing are closed during some vacations and other periods as noted in the undergraduate calendar. Student apartment-style housing is closed during summer vacation only. The College reserves the right to entertain delegates to conventions and other related groups in all College housing during summer vacation periods.

**All board charges are subject to change without notice, pending contract agreement with the food service provider.

***Late registration fee can be waived by the Registrar for sufficient reason if permission is requested in advance.

****Plus one month's rent rental deposit (payable through 3 equal payments)

Student Insurance

All full-time students who do not have health insurance coverage through parents and/or a private plan will be enrolled in a Student Health Insurance program provided by the College. Participation in the insurance plan is mandatory unless the student can provide proof that other insurance is in force. The premium will automatically be charged to the student's account. The insurance is designed to complement normal services provided through the Student Health Center. Students are required to return either a completed Student Health Insurance waiver form indicating proof of insurance, or payment to the College for the insurance plan. Information will be sent prior to the beginning of the fall term.

Payment Policy

Financial Clearance

Any student who owes a balance on his or her account after September 6th (fall) or January 17th (spring) may be subject to withdrawal procedures. Full payment of an account or satisfactory financial arrangements of an account for all charges are due on or before registration. Any student having an unpaid account will not be cleared for a transcript of credits or a diploma. Should collection efforts become necessary to collect an unpaid balance, the student will be responsible for all costs of collection including collection agency and attorney fees.

May and summer sessions must be paid in full at the date of registration — no payment plan is available for May or summer sessions.

Finance Charge

A monthly finance charge of one and one-half percent (18% APR) will be added to the unpaid balance on student accounts at noon on the last working day of each month.

Payment Plan

An affordable payment alternative is the Interest-Free Monthly Payment Plan, administered by Educational Computer Systems Incorporated (ECSI). The ECSI plan allows you to pay tuition, room, and board on a monthly basis throughout the year with no interest charges. By enrolling in the ECSI plan, you can keep borrowing to a minimum and spread education costs over a period of 10 months With the ECSI plan, you pay as you earn – one month at a time right out of your current income or savings. The ECSI Interest-Free Monthly Payment Plan is not a loan program. There is no credit check, with the exception of a small fee to set up the plan.

A three-payment deferred Interest-free Monthly Payment Plan administered by ECSI is also available.

The ECSI Interest-Free Monthly Payment Plan is available to all students and families. For more information and an application, call ECSI at (888) 549-3274. You can also visit ECSI on the Web at http://www.ecsi.net.

Refund Policy

A student is considered to be enrolled until he or she completes drop/withdrawal procedures. Necessary forms must be obtained from the Office of the Registrar. All refunds will be based on the date these drop/withdrawal forms are completed and returned to the Office of the Registrar. A full refund may be obtained for a class only if a student has not attended beyond the first session and completes drop/withdrawal procedures with the Office of the Registrar.

Tuition and room refunds are based on the period of time a student is enrolled in a course expressed as a percentage of the total length of the course schedule. Board charges will be refunded on a pro-rata basis.

Pro-Rata Refund Calculation

First-time recipients of Title IV Assistance are defined as students who have not attended at least one class at Union College. A student who received a refund of 100% of his or her tuition and fees under the institution's refund policy for previous attendance at Union College would also be considered a first-time student.

Title IV assistance is defined as Federal Stafford Loans, Federal Supplemental Educational Opportunity Grants, Federal Pell Grants, Federal Perkins Loans, Federal PLUS Loans, and Federal Direct Student loan programs. Although Federal Work-Study is also a federal program, it is excluded from the refund calculation by law. First-time, Title IV recipients who withdraw before 60% of the semester has elapsed will have a pro-rata refund calculation performed, and will receive the greater amount of a refund generated by the institutional refund calculation or the Federal pro-rata refund calculation.

Federal Refund Calculation

This calculation applies to Title IV recipients that do not qualify as first-time Title IV recipients. This calculation stipulates that for students withdrawing one week before classes begin, there will be a 100% refund of tuition, fees, room and board. A 90% refund is given to students withdrawing within 10% of the enrollment period; a 50% refund would be given to students withdrawing between 10% and 25% of the enrollment period; and a 25% refund would be given to students withdrawing between 25% and 50% of the enrollment period. Again, the Business Office calculates the Institutional refund, and the calculation yielding the greater advantage to the student is used.

Institutional Refund Calculation for Regular Semesters

Tuition refunds are based on the date on the official withdrawal form when signed by the Registrar.

Withdrawal Period

1st week	80%
2nd week	60%
3rd week	40%
4th week	20%

No refund will be made after the fourth week.

Institutional Refunds for May Interim, Summer Sessions or Degree Completion Sessions

Withdrawal Period

A 50% refund will be made for withdrawal up to the end of the first week. No refund will be made after the end of the first week. Any part of a week will be treated as a full week.

Housing Deposit

Newly admitted undergraduate students who choose not to attend Union College may receive a refund of their housing deposit provided their request is made in writing to the Associate Dean of Students by August 1 for the fall semester and December 1 for the spring semester. Graduating students and continuing undergraduate students who are approved for off-campus housing may apply for a refund of their housing deposit, provided all financial obligations are met with the College, through the office of the Associate Dean of Students. Other students who have been housed and choose not to meet that housing obligation or requirement forfeit their deposit.

Enrollment Deposit

This $100 deposit is non-refundable and must be submitted by May 1, 2002 for students entering for the Fall 2002 semester; by December 6, 2002 for students entering for the Spring 2003 semester; and by May 6, 2003 for students entering for the Fall 2003 semester.

Financial Assistance

Student expenses

In planning to attend Union College, a student should expect the following typical expenses for an academic year: tuition and general fees $12,480; room and board $4,250; books and supplies $600. In addition, allowance should be added to these figures for personal expenses, medical insurance, transportation, and extra charges for special courses (such as laboratory fees, etc.). The Office of Student Financial Aid will consider the total costs for attendance, including the items listed above, when making a financial aid commitment.

Purpose of financial aid program

In addition to its own scholarship funds, Union College participates in all federal programs including the Pell Grant program. Residents of Kentucky are also eligible to receive state tuition grants and loans. Information on Union College scholarships will be found on the following pages.

Students applying for financial aid are considered for all programs for which they are eligible. The amount of financial aid awarded is generally a combination of grant, loan, and employment, and is based on the financial need of the student. Need is determined by subtracting the resources of the student and the contribution of his or her parents from the total student expenses. The parents' contribution is calculated by the Federal government on the basis of the amount of their income and assets as well as a consideration of taxes, medical expenses, and other liabilities of the family. All financial aid awards to students are determined by Union College's Office of Student Financial Aid.

Procedures for applying for financial aid

Students must apply for financial aid by submitting the Free Application for Federal Student Aid (FAFSA). Students applying by the March 15 priority deadline will have a greater opportunity. However, financial aid may still be available after this date. The FAFSA is used to apply for the Federal Pell Grant, the Kentucky Tuition Grant, the Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study, Federal Perkins Loan, Federal Stafford Loan, and any institutional funds. The FAFSA may be obtained from a high-school guidance office or the Office of Student Financial Aid.

A Financial Aid Notification along with information about any aid offered will be sent from Union College to each student who applies. Students must return their accepted award letter within the designated time frame or the offer will not be guaranteed. Students are eligible to receive financial aid for a maximum of ten semesters.

The Office of Student Financial Aid reserves the right to reduce, increase, or otherwise adjust any financial aid for which it is responsible.

A student must reapply for financial aid each academic year. However, aid usually continues at the same level each year unless a student's resources or the expected contribution of his or her parents changes. All enrolled students receiving aid automatically receive information about applying for renewal awards. Other enrolled students should request applications by February 15.

Students who fail to maintain a satisfactory level of achievement may not receive the following types of financial aid: Federal Pell Grants, Federal Supplemental Education Opportunity Grants (FSEOG), KHEAA State Grants, Union College Scholarships and Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, other aid involving federal or state sources and funds associated with Union College. A student whose academic performance falls below acceptable guidelines of the College may be placed on academic probation. A student can keep financial aid during the first semester on probation; however, if he or she continues on academic probation for a second consecutive semester, or fails to complete 50% of the credit hours enrolled he or she will not retain financial aid. Students are eligible to receive financial aid for a maximum of ten semesters.

A student will receive written notification if financial aid is to be withdrawn. Students who have financial aid withdrawn may appeal to the Admission and Academic Standing Committee by submitting a letter stating why satisfactory progress was not maintained and any other reasons why aid should not be withdrawn.

Grants

(The following grants are dependent upon availability of funds)

Federal Pell Grant — A program providing direct grants from the federal government. The student receives an eligibility report (as a result of his or her FAFSA application), which can be submitted to Union College for payment.

Federal Supplemental Educational Opportunity Grant (FSEOG) — A program designed by the federal government to assist undergraduate students with exceptional financial need (with priority given to Pell Grant recipients).

Kentucky Tuition Grants, combined with the CAP Grant — Provide grants to students who are residents of the Commonwealth of Kentucky and who demonstrate a need through the analysis of the Financial Aid Form application.

Employment

Federal Work-Study Program — If a student still requires financial support to meet college costs after the federal and state grants are awarded, the student may be given the opportunity to earn an amount on an hourly basis in a campus department. This employment program is campus-based support from the federal government. Either undergraduate or graduate students can qualify if the Financial Aid Form results indicate a need.

Co-Op Program with TruSeal Technologies — Available to a qualified sophomore, junior, or senior majoring in chemistry.

Loans

Federal Perkins Loan — Federal loan funds are made available to students who have financial need and who maintain satisfactory progress towards graduation. Repayment at a 5% interest rate begins nine months after graduation or withdrawal from school.

Federal Stafford Loan — This loan program exists in Kentucky and other states as a way to borrow from private commercial lenders to finance college education on the undergraduate and graduate levels. Repayment at a variable interest rate not to exceed 8.25% interest begins six months after graduation or withdrawal from school. Eligibility depends upon at least half-time enrollment status, making satisfactory academic progress, and a reporting of family income by filing the FAFSA.

United Methodist Student Loan Fund — Students who are members of the United Methodist Church and maintain a "C" average may apply through Union College for a loan at 6% interest from the Board of Education of the United Methodist Church.

Charles M. and Mary D. Grant Loan Fund — Provided through the generosity of the Charles M. and Mary D. Grant Foundation of New York City, N.Y.

Hensley Emergency Loan Fund — Established by Mr. and Mrs. Burton F. Hensley of St. Cloud, Fla.

The Russell and Alice M. Hicks Student Loan Fund — The late Russell and Alice Hicks of New Albany, Ind., have established an endowed student loan fund at Union College through an estate gift.

Mattie Hyams Loan Fund — Established through the estate of Mattie Hyams. This endowed fun provides interest-free student loans for young men or women studying for the ministry.

The Rev. and Mrs. Erwin King Loan Fund — The Reverend and Mrs. Erwin King have established a loan fund at Union College.

The Charles Henry and Glennora Rominger Krieger Student Loan Fund — This loan fund was established by the late Glennora R. Krieger of Ft. Thomas, Ky.

Charles E. Schell Foundation Student Loan Fund — Established in 1993 by The Charles E. Schell Foundation. Recipients of these interest-free student loans are selected by Union College base on a prescribed criteria established by the Foundation.

The Bryan W. Whitfield - Kentucky Jellico Coal Company Memorial Fund — This endowed student loan fund was established by Bryan W. Whitfield, Jr., of Harlan, Ky., in memory of his father, Bryan W. Whitfield, founder of the Kentucky Jellico Coal Company.

Guy H. Williams Loan Fund — Dr. Guy H. Williams of Cleveland, Ohio, has established a loan fund in memory of his wife, Anna Williams.

The Beverly P. and Mossie B. Wilson Loan Fund — This loan fund has been established by Dr. and Mrs. O. J. Wilson of Louisville, Ky., in memory of Dr. Wilson's mother and father.

Other Loan Funds — Student loans are available from a number of funds not specifically designated for Union College students, but for which Union College students are eligible. Specific information may be obtained from the Office of Student Financial Aid.

Institutional Grants

United Methodist Church grants —Union College will provide a grant to first-time, full-time students who are members of a United Methodist Church. To receive the grant, the student must submit a letter from his/her pastor, stating that he/she is a member in good standing of the United Methodist Church. This letter must be submitted to the Financial Aid Office by Friday, September 6, 2002 for students entering for the fall 2002 term.

Alumni grants — Dependent children of Union graduates that have received a baccalaureate degree will be eligible to receive a $500 grant each academic year. This grant is renewable based on a 2.0 grade point average, full-time student status, and can be received up to ten semesters of attendance. Students must meet all admission requirements as stated in the college catalog.

Over 50 Grant — Union College recognizes the drive and ambition of students who believe in the College's principles of life-long learning. In an effort to show this, Union College proudly honors our students who have reached the age of 50 by providing them with the Over 50 Grant.

This grant provides for up to half of the undergraduate tuition balance after all financial aid, third-party funding and tuition discounts have been applied. The student must reach his or her 50th birthday before the beginning of the term for which the grant would apply. If a student reaches 50 during a term, the grant would apply to the following term. Proof of age will be required before the grant can be approved.

The application for the Over 50 Grant must be completed and approved at least two weeks prior to the first day of class of the term for which the student wishes to enroll. A copy of the application must be presented to the Office of Business Affairs in order for the student to receive the grant.

Scholarships

Freshmen Scholarships for new, full-time freshmen are based on academic achievement and the results of the ACT or SAT. Scholarships are awarded at the time the student is granted admission to the College.

Transfer Scholarships are available for new, full-time students who are transferring from a regionally accredited college or university. Individuals must have completed at least 12 semester

ours at the transferring institution to be considered for a transfer scholarship, which is based on he student's grade point average.

All institutional grants and scholarships are based on the availability of funds with priority being given to those individuals who apply before May 1 of each year.

Alumni Scholarships — The National Alumni Association of Union College awards three annual scholarships of up to $1,000 each. Juniors and seniors may get applications from the Office of Alumni Relations in Speed Hall.

Annual Scholarships

The following scholarships are funded by yearly contributions. In years where no gift is made, the scholarship is not awarded.

Ashland, Inc. Foundation Scholarship — Provided as part of the Association of Independent Kentucky Colleges and Universities named scholars group.

The Bank of Harlan Scholarships — Funded by the Bank of Harlan, Harlan, Ky.

Barbourville United Methodist Church Music Scholarships — Supported by the First United Methodist Church of Barbourville, Ky.

The Bonner Scholars Program — Established by the Corella and Bertram F. Bonner Foundation to provide high quality services to its community through developing well-trained, committed volunteer leaders. The Bonner Scholars Program offers financial support to students from low-income backgrounds who want to attend college and provides them with an opportunity to engage in community service activities while in college. Application required.

Chatlos Foundation Scholarship – Provided by the Chatlos Foundation of Longwood, FL for Appalachian students.

The Doan-Woody Scholarship — Otis Doan, Jr. of Harlan, Ky., has established an annual scholarship. The scholarship is a memorial to Otis Doan, Sr., father of Otis Doan, Jr., and to Dr. Lester G. Woody, former Professor Emeritus of English at Union College.

Evans, Mills & Warriner Scholarship – Provided by Evans, Mills & Warriner, Certified Public Accountants, of Barbourville, KY.

Irene Hughes Scholarship — Provided by Miss Irene Hughes (A.B. '37, M.A. '63) of Barbourville, Ky.

Jephson Educational Trust Scholarship — The Board of Directors of this trust annually fund scholarships for worthy Union students based on financial need.

Christian A. Johnson Endeavor Foundation Scholarship — Over the years, funds from the Christian A. Johnson Endeavor Foundation have provided hundreds of scholarships for Union students. This foundation is based in New York City and was established by the late Mr. Johnson, who had interests in education, medical research, youth development, and free enterprise economics.

Junior Study Club Scholarship — Sponsored by the Junior Study Club of Barbourville, Ky.

Keeneland Association Scholarship — As a representative of Kentucky's signature industry, the Association funds an annual scholarship for students from Central Kentucky through support of the Association of Independent Colleges and Universities.

Kentucky Utilities Scholarship — Provided by Kentucky Utilities as part of the Association of Independent Kentucky Colleges and Universities named scholars program.

Lowes Community Scholarship — Established as a partnership between Lowes Home Improvement of Corbin and the College to provide funds for scholarships and employment opportunities for qualifying students.

The Magee Christian Education Foundation Scholarships — Provided by the Magee Christian Education Foundation.

Mellam Family Scholarship — Funded through the generosity of the Mellam Family Foundation of New York City.

National United Methodist Scholarships — Supported by the Board of Education of the United Methodist Church.

E.O. Robinson Mountain Fund Scholarship — Provided by the E.O. Robinson Mountain Fund of Lexington, Ky.

Sanders Honor Scholarships — The late Colonel Harland Sanders of Shelbyville, Ky., institut these scholarships.

Special People in Need Scholarship — Provided by the Special People in Need Foundation Chicago, Ill.

Toyota Motor Manufacturing, Inc. Scholarship — Provided as part of the Association of Independent Kentucky Colleges and Universities named scholars group.

TruSeal Technologies Scholarships — Funded by TruSeal Technologies of Barbourville, Ky. a division of B.F. Goodrich Company.

Union National Bank Scholarship — Provided by Union National Bank of Barbourville, Ky.

UPS Foundation Scholarship — United Parcel Service provides this scholarship as part of its annual support of the Association of Independent Kentucky Colleges and Universities.

Endowed Scholarships

American Legion, Deaton Smith Post 69 Scholarship — Established by the officers of the organization for scholarships for students from Knox County with first preference being given to dependents of veterans.

Dr. and Mrs. Edward S. Amis Endowed Scholarships — Established by Dr. and Mrs. Edward S. Amis of Fayetteville, Ark. Dr. Amis received Union's Distinguished Alumni Award in 1985.

Ashland First United Methodist Church Scholarship — Established by members of the Firs United Methodist Church of Ashland, Ky.

George L. Bagby Scholarship/Loan Fund — Provided through the generosity of the late George L. Bagby of Woodford County, Ky.

William H. and Louella M. Ball Endowed Scholarship — Established by their sons, Willian H. (a Union College trustee) and Robert C. Ball, and other family members and friends.

Barbourville Kiwanis Scholarship — The Kiwanis Club of Barbourville, Ky., has supplemented a fund originated by Mr. C.F. Heidrick and established this scholarship fund.

Bell County Scholarship — Established by a friend of Union College from Bell County, Ky.

Byron B. Berry Appalachian Scholarship — Endowment funded through a gift by Byron B. Berry, a 1935 alumnus.

Henry C. Black Memorial Scholarship — Given as a memorial to Union College graduate Henry C. Black.

John A. and Hannah P. Black Memorial Scholarships for Christian Workers — Endowed by the late Dr. and Mrs. Henry C. Black of Johnson City, Tenn.

Stanley Shaffer Black Memorial Scholarship — This endowed scholarship fund was established through a bequest by the late Annabel Scott Black of Johnson City, Tenn., in memory of her husband Stanley Black, a Union College alumnus.

James F. , Flora B. Blair and William E. Nau Scholarship — Originally established by Dr. and Mrs. James Blair of Barbourville and augmented by the family of friends of Mr. William E. Nau in memory of all of their many contributions to the College. Scholarships from this endowment are for students from southeastern Kentucky.

Thelma Morehead Blair and Robert A. Blair Endowed Scholarship — In memory of Mr. and Mrs. Robert A. Blair by their daughter, Jeanette Blair Ladenburger (a Union College trustee) and son-in-law, John L. Ladenburger.

Dr. John Boyd Scholarship – Established in memory of Dr. John Boyd, a former dean of Union College.

Milton R. Bradley Scholarship Endowment – Established by Mr. And Mrs. Milton Bradley, friends of Union College.

James Graham Brown Scholarship Endowment – Established by the James Graham Brown Foundation of Louisville, KY.

R.L. Brown Family Endowed Scholarship — Established by Mr. R.L. Brown, Jr., a former Union College trustee from Corbin, Ky. Mr. and Mrs. R.L. Brown, Sr. were graduates of Union College.

Annette and Berry Burnaw Scholarship — Given by James Burnaw, an alumnus and current Union College trustee, in honor of his parents.

Dr. and Mrs. Carlo B. Cawood Memorial Scholarship — Endowed by the late Dr. and Mrs. Carlo B. Cawood of Harlan, Ky.

Mamie D. Chambers Endowment Fund — This scholarship fund was begun by the late Mamie D. Chambers of Maysville, Ky.

Buford T. and Eleanor O. Clark Endowed Scholarship — Established by their son, Thomas L. Clark, and family members in memory of the Clarks' dedication to the College and the Knox County community.

William Glenn Clark Endowed Scholarship — Established in 1993 through a gift from the estate of Dr. W. Glenn Clark, a 1936 Union graduate.

Class of 1964 Scholarship — Funded by members of the Union College Class of 1964.

Mary Clement Memorial Scholarship — Earl Clement, son of Mary Clement, established this fund in her honor. Mrs. Clement was a resident of New Jersey for over eighty years and had a great love for education. Another son, Robert, is a graduate of Union, a past member of the Board of Trustees, served as Dean of Students from 1968-75, and as Director of Alumni Relations from 1995 - 99.

Dr. Emerson G. and Edith Cobb Chemistry Endowment Fund — Established by Dr. and Mrs. Emerson G. Cobb of Burson, Cal. Dr. Cobb is a 1928 graduate and former Head of Union's Chemistry Program and later Chair of the Department of Chemistry at the University of the Pacific, Stockton, Cal. Mrs. Cobb, the former Edith K. Cheap, is a 1929 Union graduate.

The Robert H. Cole Memorial Scholarship — Mrs. Monica M. Cole established this in memory of her late husband Robert H. Cole, a native of Barbourville and former student at Union College. During his lifetime and since his death, the late Mr. Cole and Mrs. Cole have been major donors to the College, having given more than $75,000 for operation and building needs in memory of Mr. Cole's parents, Mr. and Mrs. L.M. Cole, long-term residents of Barbourville. Mr. Cole built a chain of 35 drugstores in Tennessee and neighboring states. He also established the Robert H. Cole Microvascular Surgery Laboratory at the University of Tennessee.

Roger and Gwendolyn Collins Endowment – Established by Roger and Gwendolyn Collins, both Union College trustees.

Reverend Howard and Kathryn Coop Scholarship — Established in honor of the Coops by friends in churches where they have served.

Corbin Camp Meeting Endowed Scholarship — Established by officers of the organization for worthy individuals from the tri-county area who are committed to service and ministry.

Cumberland Valley Regional Housing Authority Felton Patton Scholarship – The yield from this fund will be used to underwrite the cost of education of persons living in Section 8 housing.

Davies Memorial Scholarship — Endowed by the family and friends of Miss Ellen Davies and the late Dr. T.R. Davies.

Dr. Robert M. Drew Endowment Fund — Established by the Commission of Missions of the Hyde Park Community United Methodist Church of Cincinnati, Ohio, in honor of the Reverend Dr. Robert E. Drew.

Dr. Franklin Duncombe Memorial Fund — Mrs. Helen Duncombe of Haverford, Pa., has established this fund in memory of her late husband.

Alfred I. DuPont Scholarship Fund — Given by the late Mrs. Alfred I. DuPont of Wilmington, Del.

Sam Coone Early Endowment Scholarship — Endowed by the family of Sam Coone Early, a student at Union College in the late 1920s.

E. Nettie Edinger Memorial Scholarship — The late Mr. Joseph Edinger established this scholarship in memory of his sister.

Dr. and Mrs. J. Edward Faulkner Memorial Scholarship — This $500 scholarship is awarded to a student who plans a life of service in the healing arts, with preference being given to a pre-dental student.

John D. Feather Scholarships — Funded by the late John D. Feather of Corbin, Ky. He was a 1940 graduate of Union College.

R.B. Fenley Scholarship — Endowed by Mr. R.B. Fenley of Louisville, Ky. He is a former truste of Union College.

President E.T. Franklin Endowed Scholarship — Initiated by Mrs. Grace I. Franklin, widow of former Union College President E.T. Franklin, and other family members.

The Harry L. Frey Scholarship Fund — Harry L. Frey, formerly of Lexington, Ky., and a member of the First United Methodist Church of that city, has established an endowment for scholarships for Union College students.

The GAR Foundation Endowed Scholarships — Provided through the generosity of The GAF Foundation of Akron, Ohio.

Leo and Elsie Geiss Scholarship – Established by the late Dr. and Mrs. Leo Geiss. Dr. Geiss was a former trustee of Union College.

Reverend Floyd E. George, Jr. Scholarship Fund — Established in memory of the late Reverend Floyd E. George, Jr. through the generous contributions of family and friends.

Glover Giles Memorial Fund — Established by gifts throughout the life of Mr. W. Glover Giles and by a bequest. Mr. Giles of Louisville, Ky., is a former trustee of Union College.

Dr. Harry Gillham Memorial Scholarship – Established from the estate of Mrs. Virginia C. Russack, in memory of her father, Dr. Harry Gillham.

Charles M. and Mary D. Grant Scholarship – The Charles M. and Mary D. Grant Foundation of New York City has established this endowment with the income to be designated primarily for scholarship aid to Appalachian students.

John O. and Harriet B. Gross Memorial Scholarship — Endowed by family and friends of Dr. and Mrs. Gross. Dr. Gross served as Union's president from 1929-38.

David F. Gunter and Mary I. Gunter Scholarship – Established from the estate of Garnet Anne Gunter Starkey.

Charles S. Guthrie Scholarship – Established from the estate of Mr. Charles S. Guthrie, a long-time friend of the College.

Hugh and Joyce Haggard Memorial Scholarship — A scholarship fund memorializing Dr. Hugh E. and Joyce A. Haggard, and their children, Walter M. and Stephanie L. Established by the parents and brother of Dr. Hugh E. Haggard.

Charles and Stacy Hammons Scholarship – Established by Charles and Stacy Hammons. Mrs. Hammons is a 1935 alumna of Union College.

Hauser and Sanslow Scholarship — This scholarship was established by Elizabeth Hauser Sanslow in memory of her parents, Gus A. and Mary H. Hauser, and her late husband, James H. Sanslow. Her father was a former Superintendent of Buildings and Grounds at Union College.

William Randolph Hearst Endowed Scholarship Fund — Established by a grant from the William Randolph Hearst Foundation of New York, N.Y.

Dewey and Rachel B. Hendrix Memorial Endowment — Dwight M. Hendrix, an alumnus of Union College, and his sister, Mrs. Mary Katherine Hendrix Brashear of Hyden, Leslie County, Ky., have established an endowment to memorialize their parents.

Walter S. and Ida Cole Hudson Scholarship Fund — The late Ida Cole Hudson of Barbourville, an alumna of Union College, endowed, through a bequest, a fund to provide scholarships in memory of her son, John Randall Hudson, a first lieutenant in the Air Force and a casualty of World War II.

The Professor Daniel M. Humfleet Scholarship Endowment— Mrs. Bernice Humfleet Aguilera of Natchitoches, La., has established a $25,000 endowment at Union College in memory of her father, Professor Daniel M. Humfleet, a former faculty member of the College. The scholarship will begin following the lifetime of Mrs. Aguilera.

Dr. W.A.E. Johnson Memorial Scholarship — Mrs. W.A.E. Johnson of Lawrenceburg, Ky., and friends have endowed a scholarship in memory of her late husband, a Union graduate and long-time friend of the College.

The Ollie Cole Jones Scholarship Endowment — Mrs. Ollie Cole Jones, a native of Barbourville and a 1913 Union College alumna, has established a scholarship endowment in memory

f Mrs. Ida Cole Hudson's son, John Randall Hudson, a first lieutenant in the Air Force and a casualty f World War II.

Professor and Mrs. Millard L. Jordan Scholarship — Established by Professor and Mrs. lillard L. Jordan of Lakewood, Ohio.

Roger and Sudie Karrick Endowed Scholarship Fund — Established by Mrs. Sudie Karrick n memory of her husband, Roger, for worthy individuals from Bath County, Ky., and surrounding reas.

KenTenVa Boat Club Scholarship — Established through a gift from the KenTenVa Boat Club. rganized in 1959 the club had members from Kentucky, Tennessee, and Virginia, hence the name.

Kentucky River Coal Corporation Scholarship — Provided through the generosity of the entucky River Coal Corporation, Lexington, Ky.

The Kilgore Endowed Scholarship — "Sometimes all it takes for a person to get a good ducation is a little help on the first step." The endowment has been funded by Dr. Shirley Kilgore Veber, a native of Corbin, Ky., and professor at Rutgers University.

Jeffrey W. Kronk Memorial Scholarship — Established by Mr. and Mrs. Walter F. Kronk of luntsville, Ohio, in memory of their son, Jeffrey, who was enrolled at Union College from 1963 rough 1967.

Verna Noe Landrum Memorial Scholarship — Established by Mr. John W. Landrum of larrodsburg, Ky., in memory of his mother, Mrs. Verna Noe Landrum.

W.B. Landrum Memorial Scholarship — Given in memory of W.B. Landrum by his son, John V. Landrum of Harrodsburg, Ky.

Jesse D. and Nancy C. Lay Scholarship Endowment — Established by the family and friends f Jesse D. and Nancy C. Lay as a tribute to the couple's lifelong commitment to education.

Dr. Jean Letch Education Scholarship Endowment Fund — Established by an anonymous onor in honor of Dr. Jean Letch, Professor Emeritus of Education at Union. A portion of the interest vill be used to purchase a plaque to be presented at Honor's Day to the outstanding education tudent of the year. It will be called the Dr. Jean Letch Education Award.

Dorothy Lucas Memorial Fund — Established in memory of Miss Dorothy Lucas, Registrar of Jnion College for many years and beloved friend of students.

Allie M. Mays Endowed Scholarship Fund — Established by Harold G. Mays in memory of his nother for students from Knox County and the surrounding area.

The Robert and Tilitha Meade Memorial Scholarship Fund — This fund has been ndowed by Mrs. Nancy Meade Ford of Naples, Fla. Mrs. Ford attended Union College and is a native f Letcher County, Ky. She was a public school teacher for many years.

John and Minnie B. McGaffee Trust Fund — Dr. and Mrs. O.J. Wilson of Louisville, Ky., have stablished the John and Minnie B. McGaffee Trust Fund.

Drs. Robert and Gertrude McGuire Endowed Scholarship — Funded by Drs. Robert and Gertrude McGuire, graduates of Union College. Dr. Gertrude McGuire is a Union College trustee.

L. Ruel Merckens and Grace E. Merckens Scholarship – Established from the estate of Grace E. Merckens. Mr and Mrs. Merckens' son, Jon, is a 1968 alumnus of Union College.

Gayle Miles Scholarship — An endowed scholarship has been established by friends and former students of the late Gayle Miles. Miss Miles taught at both Barbourville Elementary and Union College.

Milliken-Presley Scholarship — Established by the family of Carlton Presley of Atlanta, Ga., in nonor of the late Rena Milliken.

Lois G. Montgomery Memorial Scholarship – Established from the estate of Lois G. Montgomery. Mrs. Montgomery was a 1934 alumna of Union College.

Vertie Ruth Norsworthy Endowed Scholarship — This scholarship fund was established through a bequest by the late Vertie Ruth Norsworthy.

Mr. and Mrs. Hiram H. Owens Memorial Scholarship — The late Mrs. Sampson B. Knuckles (Jean) and the late Mrs. Buford T. Clark (Eleanor) endowed this scholarship in memory of their parents, Mr. and Mrs. Hiram H. Owens. Mr. Owens was a well-known lawyer and Mrs. Owens

(Georgia Black) was the daughter of James D. Black, a governor of Kentucky and a president of Union College. Mrs. Knuckles was a former Union College trustee.

The Frances L. Patridge Scholarship — Friends have endowed a scholarship in honor of the late Dr. Frances Patridge, a friend and employee of the College longer than any other faculty member with over 40 years of service. Her last title was Associate Professor Emeritus of Health and Physical Education.

Emory Evan Peter Memorial Endowment — The late Mrs. Laura P. Dickey of Louisville, Ky., established this endowment fund in memory of her brother, Emory Evan Peter.

Ivan Pettys Scholarship Fund — Friends and family of the late Dr. Robert V. Pettys, Professor Emeritus of Business, have established this scholarship fund in honor of Dr. Pettys' father.

Jack and Juanita Phillips Scholarship Endowment – Established by Dr. and Mrs. Jack Phillips. Dr. Phillips was a former president of Union College.

Wilma P. Poynter Trust — Established through a bequest from the estate of the late Wilma Pigg Poynter, a life-long Laurel County, Ky., resident and teacher who devoted her life to educational and musical pursuits. This trust will fund scholarships for deserving Laurel County students planning to attend Union College.

Donald Rankin Memorial Scholarship — Friends of Donald Rankin, a Union College student killed in Vietnam, have provided this scholarship.

Milton M. Ratner Foundation Scholarship and/or Student Loan Endowment — Provided through the generosity of the Milton M. Ratner Foundation, Southfield, Mich.

The Dr. H. Warren Robbins Scholarship — Mrs. Ruth Ann Payne Hicks, a 1972 Union graduate, former member of the Union College Board of Trustees, and Vice President of the Dual Machine and Tool Corporation of Indianapolis, Ind., has established this scholarship. The late Dr. Robbins served Union College for 35 years and was Dean of Graduate Academic Affairs for 15 years.

The Marvin Robbins Endowed Memorial Scholarship — An endowed scholarship established in memory of Mr. Marvin Robbins, a graduate of Union College.

Sue P. Rosenbalm Scholarship — Established by Mrs. Sue P. Rosenbalm of Ewing, Va., a 1949 Union College graduate.

Dr. and Mrs. Phillip A. Sharp Endowed Scholarship — Established through the generosity of Dr. and Mrs. Phillip A. Sharp of Newton, Mass.; both are Union graduates. Dr. Sharp, who is Head of the Department of Biology at Massachusetts Institute of Technology in Cambridge, Mass., was the co-recipient of the Nobel Prize in Medicine in 1993.

Sims Scholarship Fund — Established by Reverend and Mrs. Harry C. Sims of West View, Ky.

Catherine Faulkner Singer Memorial Scholarship — Initiated in honor of Catherine Faulkner Singer by her daughter, Marcia, her son, Donald, friends and alumni. Mrs. Singer was Director of Alumni Affairs from 1961 to 1978.

Cawood Smith Harlan County Scholarship — Provided through the generosity of Dr. Cawood Smith, an attorney formerly of Harlan County, Ky.

Dr. and Mrs. Charles B. Stacy Memorial Scholarship Fund — Established in memory of Dr. and Mrs. Charles B. Stacy of Pineville, Ky. Dr. Stacy was a long-time friend of Union College.

Margaret Carter Stacy Scholarship Fund — Endowed by Margaret Carter (Mrs. Cortis K.) Stacy of West Liberty, Ky. Mrs. Stacy is a strong United Methodist and has a deep interest in higher education.

Charles R. Steele Memorial Scholarship Fund — Martha Brittain Steele has established this scholarship as a memorial to her late husband, Charles R. Steele, a 1933 graduate of Union College.

Steele-Reese Foundation Endowed Scholarships — Provided through the generosity of the Steele-Reese Foundation of New York City.

Stevens Family Scholarship Fund — Established by Dr. and Mrs. Erland P. Stevens of Ashland, Ky. Dr. Stevens is Chairman Emeritus of the Union College Board of Trustees.

Fred R. Stevens Scholarship Endowment — Funds from the family of Fred R. Stevens, a former Union trustee, were used to establish this scholarship.

William S. Stewart and Lou Lyttle Stewart Endowed Scholarship Fund —Established in 993 by William S. and Lou Lyttle Stewart of Pineville, Ky.

Lewis Ogden Stiles Endowment Fund —The late Mrs. Lewis Ogden Stiles of Waco, Texas, stablished this fund to memorialize her late husband, Lewis Ogden Stiles, and his first wife Pearl ong Stiles, both faithful United Methodists of Irvington, Ky.

Walter B. and Geraldine G. Sutton Memorial Scholarship Endowment — Provided by the laughters of Mr. and Mrs. Sutton: Carla Sutton Combs and Lynn Sutton Prichard.

Lytle and Dorothy Swope Scholarship — Dr. Samuel G. Swope of Louisville, Ky., a trustee of Union College, and F. William Swope of Elizabethtown, Ky., have established a scholarship endowment as a memorial to their parents.

Hulbert Taft, Jr., Memorial Scholarship — Mrs. Thomas C. Haydock, Sr., of Cincinnati, Ohio, has provided a scholarship endowment as a memorial to her late husband, Hulbert Taft, Jr.

The Dot Tatman Endowed Scholarships — Established by the Reverend Dr. Harold W. Tatman, Jr., a Union College trustee, in honor of his wife, Dot.

Teagle Foundation Appalachian Scholarships — Given by the Teagle Foundation of New York City. The foundation was established by Walter Clark Teagle, Rowena Lee Teagle, and Walter C. Teagle, Jr.

Edward Townsend Memorial Scholarship — The late Dr. Milton H. Townsend, former Vice President of Union College and Assistant to the President for External Affairs, endowed this scholarship in memory of his father.

The Milton H. Townsend Memorial Scholarship — This scholarship was established by Mrs. Betty Townsend, the family and friends of Dr. Milton H. Townsend. At the time of his death, Dr. Townsend had served Union College for 42 years in various capacities, the latest being that of Vice President for the College and Assistant to the President for External Affairs.

Ernie Trosper Endowed Scholarship Fund – Established by Ernie and Jan Trosper. Ernie is a 1955 alumnus of Union College.

Allan Tuggle Scholarships — These scholarships were funded by Allan Tuggle, M.D., of Charlotte, N. C., an alumnus of Union College.

Harry C. and Hazel B. Viall Memorial Scholarship — This scholarship is provided by the generosity of Mrs. Viall and other friends and family members in memory of the Viall's prominent role in the Barbourville community. The annual scholarship goes to a needy, qualified student with preference given to an individual from Knox County.

Mr. and Mrs. O. H. Viall Memorial Scholarships — The family of Mr. and Mrs. O. H. Viall of Barbourville, Ky., has established a memorial scholarship fund at Union.

Robert E. and Ann Viall Endowed Scholarship — Established by Mr. and Mrs. Robert E. Viall of Barbourville, Ky. The late Mr. Viall was a Trustee Emeritus of Union College.

Rue and Genevieve Wesley Scholarship Fund — Established in memory of Rue and Genevieve Wesley in honor of their support of Union College and Corbin High School.

The Nevil and Ethel White Memorial Endowed Music Scholarship — This scholarship was given by family and friends of Dr. and Mrs. White. Mrs. White was a former member of the music faculty at Union College. Dr. White, her late husband, was a graduate of Union College and served as secretary of the Union College Board of Trustees for many years.

William M. Wilson Memorial Scholarship — The late Mrs. Eva Oldfield Wilson of Barbourville, Ky., established a scholarship fund in memory of her late husband.

Dr. C.R. Wimmer Endowed Chemistry Scholarship Fund — Established by Mrs. C.R. Wimmer and friends. Dr. Wimmer was Professor of Chemistry, Head of the Chemistry Department, and Director of the Department of Physical Sciences from 1932 to 1946. He was also Academic Dean at Union from 1934 to 1946.

Dr. Henry M. Zimmerman Scholarship — Provided by the late Dr. Henry M. Zimmerman of Pompano Beach, Fla.

Other Endowments

Russell M. Bennett Memorial Professor of Sociology Chair — Endowed in 1946 by Mrs. Helen Hunt Bennett.

The Cumberland Gap Genealogical Collection — This collection has been endowed by Dr. Robert M. Blake of Maysville, Ky., in memory of his late wife, Mrs. Noma Osborne Blake, who was a Barbourville native and a proponent of preserving the heritage of the mountain families of the tri-state area of Eastern Kentucky, Eastern Tennessee, and Southwestern Virginia. The collection is under the supervision of the Union College library staff and volunteers from the region.

Andrew and Emma Elizabeth Edinger Memorial Fund — This fund was established by the late Mr. Joseph Edinger in memory of his mother and father. The fund has been increased by other members of the family and the income designated for use in the maintenance of campus buildings.

James P. Faulkner Memorial Endowment — James P. Faulkner of Barbourville, Union College President from 1897 to 1905, gave property to the College, which was later sold. The income from this investment is used for salary support for a faculty member in philosophy.

The Raymond W. Gibson, Sr., Chapel Endowment — Mr. Raymond W. "Deacon" Gibson, Sr. of Danville, Ky., established an endowment at Union College in 1979 for the upkeep and maintenance of the Conway Boatman Chapel. His son, Raymond W. Gibson, Jr., served as Campus Minister at Union College from 1974 to 1979 and is currently a Union College trustee emeritus. The late Mr. Gibson, a prominent layman in the Kentucky Conference of the United Methodist Church, was a long-time friend of Union College.

Dr. Frank A. and Mrs. Eleanor Gilbert Biology Faculty Endowment — The late Dr. and Mrs. Frank A. Gilbert established a biology department endowment to augment the salaries of the biology faculty. The annual supplement will be in addition to regular salaries. Dr. Gilbert was Professor Emeritus of Biology at Union College.

The Charles M. and Mary D. Grant Faculty Endowment — The Charles M. and Mary D. Grant Foundation of New York City has provided an endowment for faculty development at Union College. The yield from this fund will support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1989.

The Margaret Voorhies Haggin Trust of New York City has contributed to the Union College Endowment Fund. The yield from this fund will support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1989. The trust contribution is in memory of the late James B. Haggin of Lexington, Ky.

Anna E. and John William Harris Memorial Fund — The late Dr. J. William Harris established a lectureship fund in memory of his sister, Anna E. Harris, and his father, John William Harris.

The William Randolph Hearst Foundation of New York City has established an endowment for faculty development at Union College. The yield from this fund will be used to support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1987.

The Ray C. Hensley Business Simulation Center Endowment — This has been established by Cavalier Construction, Inc., of Springfield, Ohio, as a memorial to Ray C. Hensley, the father of Pamela K. Hensley Shay, an alumna and faculty member at Union College. This was established in 1990.

The Kenneth G. Herrick Faculty Endowment — Kenneth G. Herrick of Tecumseh, Mich., has established a Faculty Development Endowment at Union College. The yield from this fund will support increased faculty salaries and professional advancement for the faculty. This endowment was established in 1986.

Charles and Leona Jennings Memorial Funds — Dr. Charles M. Jennings of Marietta, Ga., has established an endowment fund in memory of his parents, Charles and Leona Jennings, the income from which is to be used to provide an annual bonus to the head of the department of biology at Union College.

The Christian A. Johnson Endeavor Foundation Endowment for Faculty Development — The Christian A. Johnson Endeavor Foundation of New York City has established an endowment to support Union College's faculty enrichment program. The yield from the endowment will support professional growth opportunities for faculty members and increased faculty salaries. The endowment was established in 1992.

William Jones Endowment Fund — The late Mr. William Jones of Barbourville, Ky., established a fund, the income from which is designated for use by the music department to purchase recordings and musical scores.

Jeffrey Kronk Memorial Endowment — This endowment, established by the Senior Class of 1967, in memory of Jeffrey Kronk, a member of that class, will assist in purchasing books for Union College's Lincoln-Civil War Collection.

Francis Landrum Memorial Professor of Religion and Philosophy — The late Mrs. Obed J. Wilson established the Francis Landrum Memorial Professorship through a bequest in 1927.

Melanie Jean Martin Trust Fund — Dr. and Mrs. O. J. Wilson, of Bowling Green, Ky., have established a memorial fund in memory of their granddaughter. The income from this fund is used to purchase library books to support the work of the English department.

Pearl Sinnett Meyer Memorial Fund — The Rev. Dr. Jesse I. Meyer has established an endowment fund in memory of his wife, Mrs. Pearl Sinnett Meyer. The income of this fund is designed for the purchase of books for the Union College library.

The Mahlon A. and Laura J. Miller Lectures — President Emeritus and Mrs. Mahlon A. Miller have established a lectureship endowment to bring to the campus from time to time distinguished persons to lecture on the general theme, Science and/or Technology, and Christian Doctrine and/or Values.

Birg Sergent Endowment Fund — This fund was established through an insurance policy given to Union College by Mr. Birg Sergent. The proceeds of the policy at maturity will be used to fund an endowed chair in history. Mr. Sergent is from Pennington Gap, Va., a 1957 graduate of Union, and is a member of the college's Board of Trustees.

The Teagle Foundation Faculty Development Endowment Fund — The Teagle Foundation of New York City has established an endowment to support Union College's faculty enrichment program. The yield from this fund will be used to support faculty salary increases and professional development opportunities for faculty members. The foundation was established by Walter Clarke Teagle, Rowena Lee Teagle and Walter C. Teagle, Jr.

Allan Tuggle Endowment Fund — Allan Tuggle, M.D., of Charlotte, N. C., an alumnus of Union College, has established a fund, which may be augmented from time to time, the income from which is designated for scholarships, awards, and instructional support in mathematics and physics.

Willson-Gross Lectures — The late Dr. and Mrs. James Willson of Floydada, Texas, established a lectureship endowment in memory of Dr. and Mrs. John Owen Gross. The purpose of the lectures is to bring annually to the campus distinguished speakers to discuss vital issues confronting the Christian student.

Colutha J. Taylor Wright Memorial Fund — The late Mr. J. S. Wright of Whitley City, Ky., established an endowment fund in memory of his wife, Mrs. Colutha J. Taylor Wright.

2002-2003 Academic Calendar

Fall 2002

August 22, Thursday
Residence halls open at 10:00 a.m. for **new students only;** First meal for new students is evening dinner
August 23, Friday
Residual ACT Test – Begins Promptly at 8:00 a.m. – Centennial Hall Room 110 – $25.00 Fee
Registration/Confirmation **(required)** for new students, student athletes, and local students – 1:00 p.m. – 4:00 p.m.
Welcome Weekend for new students begins
August 24, Saturday
Welcome Weekend for new students continues
August 25, Sunday
Welcome Weekend for new students continues; Residence halls open at 10:00 a.m. for returning students
August 26, Monday
Registration/Confirmation **(required)** for NEW & RETURNING Undergraduate Students –1:00 p.m. – 5:00 p.m.
Fall Orientation, Advising, and Registration – 8:00 a.m. for new undergraduate students not previously registered
August 27, Tuesday
FALL CLASSES BEGIN
Continued undergraduate registration confirmation – 1:00 p.m. – 5:00 p.m.
August 30, Friday
Last day to register for Fall 2003 classes
September 2, Monday
Labor Day – NO Classes
September 2 – 6
Constitutes the first week for refund purposes
September 5, Thursday
Opening Fall Convocation 9:30 a.m. Conway Boatman Chapel
(Required attendance by all FT students; Faculty march in Academic Regalia)
September 6, Friday
Last day for schedule changes
October 3 – 4, Thursday and Friday
Fall Board of Trustees Meeting
October 18-20, Friday, Saturday, and Sunday
Homecoming Weekend
October 21, Monday
Last day to apply for May 2003 graduation
October 23 – 24, Wednesday and Thursday
Mid-semester exams (Classes meet on regular schedule)
October 25, Friday
Undergraduate mid-semester grades due by 4:00 p.m. on Friday
October 25-27, Friday, Saturday and Sunday
Mid-semester weekend – NO Classes Friday & Saturday
October 28, Monday
Classes resume
Seniors register for Spring 2003 semester
October 29, Tuesday
Juniors and Seniors register for Spring 2003 semester
October 30, Wednesday
Undergraduate mid-term grades available in advisers' offices
Registration for Spring 2003 for all students continues through December 3

November 6, Wednesday
Last day to elect credit/fail option
Last day to withdraw from a course with a grade of "W"
Last day to withdraw from Union College
November 26, Tuesday
Last meal served is evening dinner
November 27, Wednesday
Residence halls close at 9:00 a.m. for Thanksgiving
November 27-30, Wednesday, Thursday, Friday, Saturday,
Thanksgiving vacation – NO CLASSES Wednesday, Thursday, Friday, & Saturday.
December 1, Sunday
Residence halls open at 12:00 noon; first meal is evening dinner
December 2, Monday
Classes resume
December 3, Tuesday
Last day of Fall Semester day classes; Last day to pre-register for Spring 2003
December 4, Wednesday
Reading Day – NO DAY CLASSES; Last day of Fall Semester night classes
December 5-10, Thursday, Friday, Monday, Tuesday
Final exams
December 10, Tuesday
Last meal served is evening dinner
December 11, Wednesday
Final grades for Fall Semester due by 12:00 noon; Residence halls close at 9:00 a.m.

Spring 2003

January 3, Friday
Residual ACT Test – Begins Promptly at 8:00 a.m. – Centennial Hall Room 110 - $25.00 Fee
January 5, Sunday
Residence halls open at 12 noon; first meal is evening dinner
January 6, Monday
Confirmation for **Seniors and Juniors only (Required)** – 1:00 p.m. – 5:00 p.m.
Orientation, advising, and registration for new undergraduate students – 8:00 a.m.
Advising and registration for **returning** undergraduate students not previously registered
January 7, Tuesday
Spring Classes begin
Undergraduate confirmation for all remaining students **(Required)** 1:00 p.m. – 5:00 p.m.
January 10, Friday
Last day to register for Spring classes
January 13-17,
Constitutes the first week for refund purposes
January 17, Friday
Last day for schedule changes
January 20, Monday
Martin Luther King Day – NO DAY CLASSES; Night classes meet on regular schedule
January 23-24
Winter Board Meeting
February (TBA)
Annual Phonathon
February 26-27
Mid –semester exams (Classes meet on regular schedule)
February 28, Friday
Undergraduate mid-semester grades due by 4:00 p.m.

February 28-March 2
Mid-semester weekend – no classes Friday or Saturday; Residence halls stay open
March 1, Saturday
Graduate classes meet
March 5, Wednesday
Undergraduate mid-term grades available in advisers' offices
March 7, Friday
Undergraduate Spring Break begins at 4:00 p.m.; Last meal served is evening dinner
March 8, Saturday
Residence halls close at 9:00 a.m.; Saturday classes meet on regular schedule;
Spring Break begins at 12:00 noon for Graduate Students
March 16, Sunday
Residence halls open at 12:00 noon; First meal served is evening dinner
March 17, Monday
Classes resume
March 19, Wednesday
Assessment Day – NO DAY CLASSES; Night classes meet on regular schedule
March 31, Monday
Last day to elect credit/fail option
Last day to withdraw with a grade of "W"
Last day to withdraw from Union College
Seniors register for May 2003, Summer 2003, and Fall 2004 Sessions
April 1, Tuesday
Juniors and Seniors register for May 2003, Summer 2003, and Fall 2004 Sessions
April 2, Wednesday
Registration for all students continues through April 22, 2003
April 17, Thursday
Honors Convocation (CBC) 9:30 a.m. – Faculty march in Academic Regalia
April 18-19
Easter Vacation – NO CLASSES FRIDAY AND SATURDAY
April 22, Tuesday
Last day for Spring semester day classes
Last day to pre-register for May 2003, Summer 2003, and/or Fall 2004 Sessions
April 23, Wednesday
Reading Day – NO DAY CLASSES; Night classes meet on regular schedule
April 24-25
Spring Board Meeting
April 24-29
Final Exams
April 29, Tuesday
Last meal served for Spring Semester is evening dinner
April 30, Wednesday
Grades due for Spring Semester by 12:00 noon; Residence halls close at 12:00 noon for non-graduates
May 4, Sunday
Baccalaureate Service 9:00 a.m.; Commencement Services 11:00 a.m.
Residence halls close at 5:00 p.m. for May graduates

May Interim 2003

May 4, Sunday
Residence halls open at 10:00 a.m. for May term students; Dining hall hours to be determined
May 5, Monday
Registration for May Interim; Classes begin on regular schedule

May 6, Tuesday
Last day to register for May Interim; Last day for schedule changes
May 9, Friday
Last day to elect credit/fail option; Last day to withdraw with a grade of "W"
May 17, Saturday
New student orientation and registration for Fall 2004 Semester
May 23, Friday
Final exams
Students not registered for Summer I classes must be out of residence halls by 4:00 p.m.; Last meal served is lunch
May 27, Tuesday
Final grades due by 12:00 noon

Summer 2003 First Session

May 25, Sunday
Residence halls open at 10:00 a.m. for summer students; Dining hall hours to be determined
May 26, Monday
MEMORIAL DAY OBSERVED – NO ADVISING, NO REGISTRATION, NO CLASSES
May 27, Tuesday
Advising and registration; Students may register for both summer sessions; Classes begin on regular schedule
May 28, Wednesday
Last day for schedule changes; Last day for graduate and undergraduate registration for Summer I
June 11, Wednesday
Last day to elect credit/fail option; Last to withdraw with a grade of "W"
June 21, Saturday
New student orientation and registration for Fall 2004 Semester
June 26, Thursday
Final exams
Students not registered for Summer II classes must be out of residence halls by 4:00 p.m.; Last meal served is lunch
June 27, Friday
Final grades due by 12:00 noon

Summer 2003 Second Session

June 29, Sunday
Residence halls open at 10:00 a.m.; Dining hall hours to be determined
June 30, Monday
Advising and registration; Classes begin on regular schedule
July 1, Tuesday
Last day for schedule changes; Last day for graduate and undergraduate registration for Summer II
July 4, Friday
No Classes; Offices Closed
July 17, Thursday
Last day to elect credit/fail option; Last day to withdraw with a grade of "W"
July 18, Friday
New student orientation and advance registration for Fall 2004 Semester
July 31, Thursday
Final exams; Residence halls close at 4:00 p.m.; Last meal served is lunch
August 1, Friday
Final grades due by 12:00 noon

The Faculty

***Kenneth N. Alford**, Associate Professor of Mathematics (1984)*
B.S., Texas A & M University; M.S., New Mexico Highlands University

***Paula J. Allen**, Associate Professor of Business Administration (1975)*
B.S., Cumberland College; M.A., Union College

***William E. Bernhardt**, Professor of Graduate Education (1987)*
B.A., M.A., Glassboro State College; D.Ed., The Pennsylvania State University

***Cheryl A. Brown**, Instructor of Accounting (1983)*
B.S., Union College; M..B.A., University of Kentucky; C.M.A.

***Joni L. Caldwell**, Professor of Psychology; Chair, Department of Social and Behavioral Sciences (1990)*
B.A., Constantin College of Liberal Arts; M.A., Ph.D., Braniff Graduate School, University of Dallas

***Robert E. Chandler, Jr.**, Professor of Biology (1989)*
A.B., Ripon College; Ph.D., Johns Hopkins University

***Margaret D. Combs**, Assistant Professor of Accounting (1995)*
B.S., M.A., Eastern Kentucky University; Master of Accountancy, University of Kentucky; C.P.A.

***Tara L. Cooper**, Associate Professor of Library Science; Chair, Department of Library and Learning Resources (1987)*
B.S., M.S., Eastern Kentucky University; M.S.L.S., University of Kentucky

***Daniel J. Covington**, Professor of Biology; Chair, Department of Natural Sciences (1989)*
B.S., M.S., Tulane University; Ph.D., Texas A & M University

***L. James Cox**, Associate Professor of Sociology (1974)*
B.A., Cumberland College; M.S.S.W., Kent School of Social Work, University of Louisville

***Mark G. Cullum**, Assistant Professor of Health and Physical Education (2002)*
B.A., Harding University; M.S., University of Kentucky

***Debora L. D'Anna**, Assistant Professor of Health and Physical Education; Chair, Department of Wellness, Human Performance and Recreation (1992)*
B.A., Berea College; M.A., Eastern Kentucky University

***Jeffrey Darrow**, Assistant Professor of Mathematics (1998)*
B.S., Bloomsburg University; M.S., Shippensburg University; D.A., Idaho State University

***Feng S. Din**, Associate Professor of Special Education (1994)*
B.A., Nanjing Normal University; M. Ed., East Tennessee State University; Ed.D., University of Louisville

***Stephen C. Everly**, Associate Professor of Chemistry (1995)*
B.S., United States Naval Academy; Ph.D., University of Idaho

***Hugo A. Freund**, Associate Professor of Social and Behavioral Sciences (2001)*
B.A., Skidmore College; Ph.D., University of Pennsylvania

***James R. Garrett, Jr.**, Professor of English (1989)*
B.S., University of Alabama; B.S., M.A., University of Montevallo; Ph.D., Auburn University

***Melissa M. Garrett**, Assistant Professor of Library Science; Assistant Librarian (2001)*
B.S., Univeristy of Montevallo; M.L.S., University of Alabama

***John A. Gould**, Assistant Professor of Business (1999)*
B.S., Louisiana State University; M.A., California State University; Ph.D., George Mason University

***James A. Harding**, Assistant Professor of Recreation Management (2001)*
B.A., University of Evansville; M.S., University of Maine; Ph.D., University of Montana

***William F. Hensbaw**, Professor of Physics (1993)*
B.S., West Virginia Institute of Technology; M.S., Purdue University; Ph.D., University of Virginia

***Ella Kay Hensley**, Professor of Economics (1984)*
B.A., M.A., M.A.M.R.D., Ph.D., University of Florida

***Susan L.F. Isaacs**, Associate Professor of English/Communication (2001)*
B.A., Wilmington College; M.A., University of Iowa; Ph.D., University of Pennsylvania

***Larry Inkster**, Professor of Health and Physical Education; Head Women's Golf Coach (1973)*
B.S., M.A., Union College; M.S., Eastern Kentucky University; Ed.D., University of Kentucky

***Charles Jones**, Associate Professor of Sociology (1998)*
B.S., M.S., University of Akron; PH.D., Kent State University

***Mary Alice Lay**, Associate Professor of Education (1961)*
B.S., M.A., University of Kentucky

***Van Michael Leslie**, Professor of History (1991)*
B.A., Pikeville College; M.A., Ph.D., University of Kentucky

***my E. Lindsey**, Associate Professor of Psychology (2001)*
B.S., University of Pittsburgh at Bradford; M. Ed. University of Pittsburgh; Ph.D., Vanderbuilt University

***effrey C. Mallinson**, Assistant Professor of History and Religion (2001)*
B.A., Concordia University; Ph.D., Oxford University

***hristine A. Marley-Frederick**, Associate rofessor of Speech Communication; Chair, epartment of English, Communication and odern Languages (1994)*
B.S., M.A., Ball State University; Ph.D., University of Oklahoma

***homas J. McFarland**, Interim Vice President for cademic Affairs; Professor of Music; Chair, epartment of Music and Fine Arts (1985)*
B.M., Union College; M.M., University of Akron; Ph.D., Kent State University

***ndy Messer**, Instructor of Appalachian Studies nd Recreation Management; Director of Outdoor rograms (1998)*
B.S., Union College; M.A., University of Louisville

***Bruce W. Miracle**, Instructor of Library Science and History (1995)*
B.A., M.A., Eastern Kentucky University

***Vonda K. Moore**, Instructor of Business (2001)*
B.B.A., Eastern Kentucky University; M.A., Union College

***Donald R. Mussleman**, Associate Professor of Graduate Education (2000)*
A.A., Monterey Peninsula College; B.S., East Tennessee State University; M.Ed., Ed.D, Virginia Tech.

***Carolyn Payne**, Instructor of Computer Information Systems (2000)*
B.S., Union College

***Rebecca Ansary Pettys**, Professor of Theatre (1984)*
B.A., Berea College; M.A., Northwestern University; Ph.D., Indiana University

***Dennis R. Rader**, Associate Professor of Education (1999)*
B.A., Oberlin College; Ed.D., University of Massachusetts

***James C. Raymondo**, Professor of Sociology (1988)*
B.A., M.A., Ph.D., University of Tennessee

***C. Ronald Rosenstiel**, Professor of Sociology (1984)*
B.A., M.S., M.A., Ph.D., University of Kentucky

***Pamela Shay**, Associate Professor of Business, Chair, Department of Business (1997)*
B.A., Union College; M.B.A., Eastern Kentucky University

***Russell B. Sisson**, Associate Professor of Religion and Philosophy; Chair, Department of History, Religion, Philosophy and Ancient Languages (1997)*
B.A., Rhodes College; M.Div., Yale University; Ph.D., Emory University

***Jimmy Dean Smith**, Associate Professor of English, (2000)*
B.A., University of South Carolina at Spartanburg; M.A., Hollins College; Ph.D., University of South Carolina

***Robert W. Swanson**, Interim Dean of Education; Professor of Graduate Education (1980)*
B.S., Purdue University; M.S., Indiana University Northwest; Ed.D., Indiana University

***John C. Taylor**, Professor of History (1980)*
B.A., Juniata College; J.D., Duke University; M.A., Ph.D., Pennsylvania State University

***Steven Turner**, Associate Professor of Education; Chair, Department of Education (1998)*
B.S., M.S., Ed.D., Oklahoma University

***Andelys Wood**, Professor of English (1977)*
A.B., Middlebury College; Ph.D., Indiana University

Faculty Emeriti

***Erwin S. Bradley**, Professor Emeritus of History and Political Science*
B.S., Juniata College; M.A., University of Michigan; Ph.D., Pennsylvania State University

***Dianne R. Ferris**, Professor Emeritus of English*
B.A., University of Minnesota; M.A., Ph.D., University of Washington

***Allan E. Green**, Associate Professor Emeritus of Music*
A.A.M., Grand Rapids Junior College; B.M.E., W. Michigan University; M.M., Indiana University; D.H.L., Union College

***Arthur H. Hafner**, Professor Emeritus of Education*
A.A., Green Mountain College; Ph.B., Muhlenberg College; M.A., Lehigh Univ.; Ed.D., Teachers College, Columbia University

***W. Gordon Marigold**, Professor Emeritus of Languages*
B.A., University of Toronto; M.A., Ohio State University; Ph.D., University of Toronto

***Deril K. Mays**, Professor Emeritus of Psychology*
B.S., Union College; M.A., University of Kentucky; Ed.D., University of Tennessee

***Paul S. Moore**, Professor Emeritus of Health and Physical Education*
B.A., Union College; M.S., University of Tennessee; Ed.D., University of Alabama

Administration and Staff

Executive Leadership Team

***David C. Joyce**, President of the College (1996)*
B.A. Pfeiffer College; M.Div., Yale University; M.S., North Carolina State University; Ed.D., Vanderbilt University

***Jodie K. Barnes**, Vice President for Advancement (1997)*
B.A., The Ohio State University

***Lisa Jordan-Payne**, Vice President for Student Life, Director of Bonner Scholars Program (1991)*
B.A., M.A., Union College

***Thomas J. McFarland**, Interim Vice President for Academic Affairs, Interim Dean of the Faculty (1985)*

***David Nelson**, Athletic Director (2000)*
B.A., Covenant College; M.A., San Diego State University

***Joretta Nelson**, Vice President for Enrollment Management (2000)*
B.A., University of California Los Angeles

***Roy Paraboo**, Vice President for Business Services (2001)*
B.S., University of West Indies; M.B.A., Franklin University

***Janet Tarry**, Vice President for Research and Technology (1979)*
B.A., University of Louisville; M.A., Murray State University

Office of the President

***David Joyce**, President*

***Edward de Rosset**, Assistant to the President (1985)*
B.A., Berea College; M.A., Eastern Kentucky University

***Margaret Senters**, Executive Assistant (1981)*

***Tammy Smith**, Administrative Assistant (2001)*

College Minister

***Max Blalock**, College Minister (2001)*
B.S., Birmingham Southern College; M.Div., Claremont School of Theology

Office of Academic Affairs

***Thomas J. McFarland**, Interim Vice President for Academic Affairs and Dean of the Faculty*

***Tina Day**, Executive Assistant (2001)*

The Bennett Center of London

***Pam Shay**, Coordinator of Degree Completion Program (1997)*

***Judy Strickler**, Administrative Assistant (1998)*
B.S., Union College

***Linda Dorn**, Secretary (2001)*

Community and Wilderness Experience

***Andy Messer**, Outdoor Programs Director (1998)*

Graduate and Undergraduate Education

***Robert Swanson**, Interim Dean of Education*

***Steven Turner**, Chair, Undergraduate Education*

***Zelma Collins**, Secretary (2001)*

***Suzette Henshaw**, Secretary (2001)*
A.A., Miami-Dade College

Library and Learning Resources

***Tara Cooper**, Head Librarian, Chair, Department of Library and Learning Resources*

***Quetha Boles**, Library Technician and Administrative Assistant (1988)*

***Billie Daniels**, Circulation Assistant (1999)*

***Melissa Garrett**, Systems and Instruction Librarian (2001)*

***Bobbie Hamilton**, Library Assistant (1989)*

***Amy Jo Killion**, Circulation Assistant (2001)*

***Bruce Miracle**, Serials and Electronic Librarian (1995)*

egistrar

***athy Webb**, Registrar (1998)*
B.A., Eastern Kentucky University; M.A., Union College
***aphine Keith**, Assistant Registrar (1981)*
B.S., Union College; M.A., Union College
***eather Jordan**, Secretary (2002)*

pecial Programs

***ngrid Washington**, Assistant Coordinator of tudent Support Services (1999)*
B.S., Union College
***effrey Perkins**, Education Specialist (2001)*
B.S., Union College
***lizabeth Harris**, Secretary (1969)*

Office of Admission and Financial Aid

***oretta Nelson**, Vice President for Enrollment and ecruitment*
***ndre Washington**, Director of Admission and nrollment Research (1999)*
B.S., M.A., Union College

Admission

***Shelby Burkhart**, Admission Counselor (2000)*
B.S., Union College
***Jaclyn Jones**, Admission Counselor (2002)*
B.A., Queens College
***Trent Pool**, Admission Counselor (1999)*
B.A., Union College
***Phillip Russell**, Admission Counselor (2002)*
B.S., Union College
***Debbie Ross**, Admission Support Staff (2000)*
***Connie Swanson**, Admission Support Staff (1980)*
***Laurann Miles**, Coordinator of Student Recruitment (1999)*

Financial Aid

***Sue Buttery**, Director (1989)*
B.S., Union College
***Londa Sowders**, Financial Aid Counselor (1996)*
***Betty Gray**, Coordinator of Student Accounts (1994)*

Office for Advancement

***Jodie Barnes**, Vice President for Advancement*
***Renee Cooper**, Director of Public Relations (2001)*
B.A., University of Illinois
***Jay Stancil**, Assistant Director of Public Relations (1999)*
B.A., Carson-Newman College
***Denise Wainscott**, Director of Alumni Relations (1999)*
B.S., M.A., Union College
***Glenda Schilt**, Administrative Assistant (1999)*
***Kathleen Crossen**, Alumni and Public Relations Secretary (1999)*
B.A., Alverno College

Office of Business Services

***Roy Paraboo**, Vice President for Business Services*
***Cynthia Reinhart-Ballard**, Controller (2000)*
B.S., Union College
***Deloria Faulkner**, Assistant Business Manager, Budgets & Student Services (2000)*
***Lynn Smith**, Assistant Business Manager, Salary & Benefits (2000)*
***Randle Teague**, Assistant Controller (2001)*
B.S., Union College
***Gina Witt**, Business Office Operations Assistant (2000)*
***Bobbie Doolin**, Purchasing and Mail Room Coordinator (1991)*

Office for Research and Technology

***Janet Tarry**, Vice President for Research and Planning*
***Tara Cooper**, Director of Learning and Information Services*
***Mona Powell**, Event Coordinator (1998)*
B.A., Eastern Kentucky University

Networking and Communications

***Rodney Edwards**, Network Support Technician (1999)*
***Tommy W. Hall**, Network Manager (1996)*
A.A.S., Ohio Institute of Photography and Technology
***Brandon Lambdin**, Web Master (2000)*
B.A., Union College

Administrative Systems

***Ellen Hensley**, Application Specialist (1995)*
B.S., Union College
***Dennis Liford**, Application Specialist (2000)*
B.S., Eastern Kentucky University
***Karma Nichols**, Administrative Support Technician (1996)*
A.A., A.A., Clark State University

Office of Student Life

***Lisa Jordan-Payne**, Vice President for Student Life, Director of Bonner Scholars Program*
***Kelly Eikleberry**, Associate Dean of Students (2001)*
B.A., Otterbein College; M.S. State University College at Buffalo
***Lee Ann Luxenberger**, Director of Common Partners, Coordinator of Bonner Scholars Program (2000)*
B.A., DePauw University
***Becky Trask**, Coordinator of Campus Activities (2001)*
B.A., Asbury College; M.S., University of Charleston
***Barbara Teague**, Administrative Assistant (1985)*
***Cindy Elliott**, Switchboard Operator (2000)*

Campus Safety

***Michael Gray**, Safety Team Leader (1999)*
B.A., Union College
***Walter Lounder**, Safety Team Member (2001)*
***Jeff Mills**, Safety Team Member (1998)*
***Todd Prince**, Safety Team Member (2001)*

Athletics

***David Nelson**, Director*
***Ira Amburgy**, Cheerleading Coach (2001)*
B.S., Cumberland College
***Ronnie Chastain**, Head Athletic Trainer (2001)*
B.S., Valdosta State University; M.A., Furman University
***Charles Coffey**, Head Cycling Coach (2002)*
***Kelly Combs**, Head Men's Basketball Coach; Head Men's Golf Coach (2002)*
B.A., M.S., Eastern Kentucky University
***Tim Curry**, Head Women's Basketball Coach; Head Women's Softball Coach (2001)*
B.S., Lindsey Wilson College
***Helio D'Anna**, Assistant Athletic Director, Head Men's Soccer Coach (1993)*
B.S., B.A., University of Campinas; M.A., Union College
***Melissa Hay**, Head Women's Volleyball Coach (2002)*
A.S., Panola College: B.S., Augusta State University
***Bob Head**, Assistant Football Coach (2002)*
B.S., M.A., Eastern Kentucky University
***Larry Inkster**, Head Women's Golf Coach (1973)*
***Matt Powenski**, Assistant Football Coach (1997)*
B.S., Glenville State College
***Tom Reid**, Head Football Coach (1998)*
B.S., Glenville State College; M.A., Union College
***Erb Ubarana**, Head Women's Soccer Coach (2000)*
B.S., University of Campinas
***Darin Wilson**, Head Baseball Coach (1998)*
M.A., B.S., Union College
***James A. Harding**, Faculty Athletic Representative*
***Lana Gray**, Administrative Assistant and Athletic Insurance Coordinator (1999)*

Presidents Emeriti

***Mahlon A. Miller** (1959-1982)*
***Jack C. Phillips** (1983-1996)*

Board of Trustees

OFFICERS OF THE BOARD

Thomas C. Clark, M.B.A.
Chairman
Carl A. Pecko, Jr., M.B.A.
Vice Chairman
Gertrude M. McGuire, Ed.D.
Secretary
Jerry W. Carey, B.S.
Chairman Emeritus
Erland P. Stevens, Jr., LL.D.
Chairman Emeritus
Randall A. Stivers, B.S.
Chairman Emeritus

EX OFFICIO MEMBERS

Bishop James R. King, D.D.
Louisville, KY
David C. Joyce, Ed.D.
Barbourville, KY
Roy Paraboo, M.B.A.
Barbourville, KY

TRUSTEE EMERITI

W. Arvil Allen, D.Min.
Louisville, KY
John C. Brinson, D.D.
Louisville, KY
Billy Joe Cox, D.D.
Louisville, KY
R. Walton Gardner, D.D.
Lexington, KY
Raymond W. Gibson, Jr., D.Min.
Lexington, KY
James E. Parker, Jr., M.D.
Louisville, KY
Homer C. Rice, Ph.D.
Atlanta, GA
Randall A. Stivers, B.S.
Corbin, KY
Harold W. Tatman, Jr., D.D.
Louisville, KY
Ralph G. Wesley, D.D.
Somerset, KY
Cecil H. Wilson, LL.D.
Barbourville, KY

AT-LARGE MEMBERS

William H. Ball, Jr., A.B.
Browns Summit, NC
Nancy E. Blair, J.D.
Stamford, CT
James H. Burnaw, A.B.
Roswell, GA
Jerry W. Carey, B.S.
Barbourville, KY
Thomas C. Clark, M.B.A.
New York, NY
S. Ray Colclough, B.A.
Walland, TN
Roger D. Collins, B.D.
Lexington, KY
Albert D. Graham, Jr., Ph.D.
Carneys Point, NJ
David A. Jones, B.S.
Atlanta, GA
Jeanette B. Ladenburger, M.S.
Corbin, KY
Dwight O. Miller, Ph.D.
Blountville, TN
Maxine Stanley Murdoch, Ph.D.
Ardmore, PA
Rick H. Pack, Sr., M.D.
Louisville, KY
Kenneth L. Ramsey, B.S.
Nicholasville, KY
Annette Reed, B.S.
Smyrna, GA
T. Stephen Rhodes, B.S.
Corbin, KY
James D. Rickard, B.B.A.
Louisville, KY
Birg E. Sergent, J.D.
Pennington Gap, VA
Leonard F. Shetler, Jr., B.S.
Copley, OH
William R. Strong, B.S.
Hazard, KY
Peggy Wallace, M.S.
Barbourville, KY

ALUMNI MEMBERS

Gerald Halter, M.A.
Barbourville, KY
Donald Lane, B.S.
Lexington, KY

KENTUCKY CONFERENCE

Gwendolyn C. Collins, B.S.
Lexington, KY
Donald W. Durham, D.D.
Lexington, KY
W. Patrick Hauser, J.D.
Barbourville, KY
Paul F. Isaacs, J.D.
Frankfort, KY
Gertrude M. McGuire, Ed.D.
Cynthiana, KY
R. Edward Parsons, B.A.
Harlan, KY
Carl A. Pecko, Jr., M.B.A.
Covington, KY
Roy L. Pulliam, Jr.
Hazard, KY
Robert C. Rice, D.D.
Madisonville, KY
Erland P. Stevens, Jr., LL.D.
Ashland, KY
E. Ray Throckmorton, D.D.
Versailles, KY
Benny J. Wilson, D.M.D.
Barbourville, KY

FACULTY TRUSTEE

Daniel Covington, Ph.D.
Barbourville, KY

STUDENT ASSOCIATE TRUSTEES

Donald J. Washington
Springfield, TN
Rafael Forti
Campinas, Brazil

Index

Academic Calendar 118
Academic Records 17
Academic Resource Center 19
Academic Scholarships 108
Academic Services 19
Accounting, Courses in 30
Address and I.D. Requirements 97
Administration and Staff 124
Admission 98
  Advanced Placement 101
  GED Acceptance 101
  of International Students 100
  Procedures 98
  Requirements, undergraduate 98
  to Teacher Education Program 38
Advanced Placement 101
Advising, Academic 19
Ancient Languages, Courses in 64
Anthropology, Courses in 88
Appalachian Studies, Courses in 87
Applied Music, Courses in 74
Area in English 45, 52
Area in Social Studies 45
Art, Courses in 70
Assessment Day Activities 16
Athletic Training, Courses in 55
Athletics 96
Attendance 10

Behavioral Science, Courses in 88
Bennett Center of London, The 21
Biology, Courses in 80
Business Administration, Courses in 32
Business, Degree Programs in 27
Business, Department of 27
Business Education, Courses in 34

Calendar, Academic 9
Campus Housing 97
Career Planning and Placement Services 19
Challenge Credit 13
Chemistry, Courses in 81
Christian Education, Degree in 64
Church Music, Courses in 75
Class Attendance 10
Classification of Students 11
College Expenses 102
Combined Degrees 17
Community Education 21
Community Outreach 24
Computer Assisted Instruction 19
Computer Information Systems, Courses in 34
Computer Lab s 20
Concurrent Admission Program (ConAP) 24
Confirmation, registration 9
Convocations 16
Core Values 5
Correspondence Courses 15
Counseling Services 97
Course Load 9
Course Numbering System 10
Credit
  Challenge 13
  Transfer 15
Credit/Fail Option 11
Criminal Justice, Courses in 88
Curriculum Plans 19

Dean's List 12
Degrees
  Bachelor of Arts 23
  Bachelor of Music 71
  Bachelor of Science 23
  Combined 17
  Table of 22, 23
  with Distinction 18
Deposit, Housing 105
Disability Accommodations 9

Early Start Senior Summer Program 101
Economics, Courses in 89
Education
  Courses in 47
  Curricula in 39
  Department of 36
Employment
  Work-Study 107
Endowed Scholarships 110
Endowments 116
English, Communication, Modern Languages
  Department of 51
English/Communication, Courses in 52
Enrollment Deposit 105
Ensembles (Music), Courses in 75
Entrance Tests 100
Examinations and Reports of Marks 12
Expenses
  Graduate 102
  May Interim 102
  Other 103
  Summer Session 103
  Undergraduate 102

Experiential Education 14

Faculty 122
Faculty Emeriti 123
Family Educational Rights and Privacy Act 17
Fees 103
Financial Assistance 106
French, Courses in 54
Freshman Seminar 9

GED Acceptance 101
General Science, Courses in 82
Geography, Courses in 90
Goals for General Education 7
Grade Appeal 12
Grading System 11
Graduation Requirements 16
Grants
  Institutional 108
  Kentucky Tuition 107
  Pell 107
  Supplemental Educational Opportunity (SEOG) 107

Health (Wellness), Courses in 56
Health Services 97
High School Special Program 101
History, Courses in 64
History, Religion, Philosophy, Ancient Languages, Department of 64
Honesty, Academic 13
Honor Students 12
Housing 97
Housing Deposit 105

I.D. and Address Requirements 97
Independent Study 14
Insurance, Student 103
Integrated Learning, Courses in 66
International Students, Admission of 100
Intramural Activities 96

Kentucky Institute for International Studies 24
Kentucky Tuition Grants 107

Liberal Education Core 25
Library & Learning Resource Center 20
Loans 107

Major, Individualized 14
Majors and Degree Programs (Table) 22, 23
Marketing, Courses in 35
Mathematics, Certification in 45
Mathematics, Courses in 83
May Interim Term Expenses 102
Mission Statement 4
Music and Fine Arts, Department of 70
Music, Degree Programs in 71
Music Education, Courses in 76
Music History and Appreciation, Courses in 74
Music Theory, Courses in 75

Natural Sciences, Department of 79

Orientation 100

Payment Policy 104
Pell Grant 107
Perkins Loan 107
Philosophy, Courses in 66
Philosophy/Religion, Degree in 68
Physical Education, Courses in 57
Physics, Courses in 85
Political Science, Courses in 90
Pre-Law Program 69
Pre-Professional Programs 86
Presidential Laureates 12
Privacy Act 17
Psychology, Courses in 91

Quality Point Standing 11

Recreation Management, Courses in 60
Refund Policy 104
Registration confirmation 9
Religion, Courses in 68
Reserved Course Numbers 10
Room and Board 102

Scholarships
  Academic 108
  Alumni 109
  Endowed 110
  Other 108
  Transfer 108
Science, Certification in 45
Service Learning 20
Services
  Academic 19
  Career Planning & Placement 19
Social and Behavioral Sciences, Department of 87
Social Life 97
Social Studies, Area in 45
Sociology, Courses in 94
Spanish, Courses in 54

Special Education, Courses in 49
Stafford Loan 107
Student Conduct 97
Student Financial Aid 106
Student Life Program 96
Student Organizations 96
Summer Orientation 100
Supplemental Instruction 19
Suspension, Academic 12

Teacher Education Program, Goals of the 37
Teacher Education, Requirements for Admission to 38
Tests, Entrance (SAT, ACT) 100
Theatre, Courses in 77
Transfer Credit 15
Tuition 102
Tutoring 19

UC INSTITUTES 21

Veterans Administration Educational Assistance 24

Wellness (Health), Courses in 56
Wellness, Human Performance, and Recreation,
Department of 55
Withdrawal
from the College 10
Refund periods 105
Work-Study Program 107

Catalog Disclaimer Statement

While this catalog was prepared on the basis of the best information available at the time of publication, all information - including statements of fees, course offerings, admission and graduation requirements - is subject to change without notice or obligation.

Full-time students continuously enrolled at Union College ordinarily may expect to graduate under the requirements stipulated in the catalog under which they entered. Students failing to enroll for a period longer than two years will fall under the catalog in effect when they return to full-time status. Students may appeal to the Vice President for Academic Affairs for exceptions to this policy.

Failure to read this bulletin does not excuse the student from the requirements and regulations described herein.

UNION COLLEGE

Graduate Catalog

UNION

2002–2004

Union College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor and Master level degrees, by the Kentucky State Department of Education, and is approved by the University Senate of the United Methodist Church. Union's Department of Business has been accredited for all of its degree programs by the International Assembly for Collegiate Business Education.

It is the policy of Union College not to discriminate on the basis of sex, race, color, disability, age, or national or ethnic origin in the admission of students, in its administration of educational or national programs, scholarships, loan programs, or other school-administered programs, or in athletic participation. Inquiries should be directed to the Business Services office.

Table of Contents

A Message from the President 4

The Union College Mission 5

The Union College Vision 5

Core Values 7

The Mission of the Graduate Program 8

Collaborative Initiatives with Local School Districts 10

General Information 11

Admission Requirements 13

Financial Information 17

Program Descriptions 19

The Grading System and Quality Points 21

Academic Policies 23

Graduate Programs of Study 29

M.A. Degree and Fifth-Year Certificate 30

Rank I Certificates 35

Course Descriptions 37

Board of Trustees 47

Graduate Studies Personnel 48

A Message from the President

Pursuing a graduate degree is, by definition, an arduous endeavor. It requires dedication, hard work and sacrifice. Very few persons in our society achieve this milestone in their education careers. This fact is especially true for our region. All of us at Union College recognize your efforts and stand ready to assist you as you work toward your goal. I know you will find your classes challenging and your relationships enduring. Good luck and God bless.

David C. Joyce
President

The Union College Mission

Union College is a learning community dedicated to creating personal, intellectual and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth.

The Union College Vision

Union College identifies four components of a learning community necessary to effect personal, intellectual, and social, transformation – knowledge, wisdom, service, and spiritual growth. As a private, academically rigorous, liberal arts college of the United Methodist Church, we believe that spiritual growth is not only essential, it is also integrally related to the other components of the transformation process. Based on the Wesleyan vision that education is a union of "knowledge and vital piety," the College provides students an academic program and co-curricular activities that nurture a strong and active faith and lead them to see how a historically grounded religion is viable in contemporary cultures both at home and around the world. The College sees a special connection between service and spiritual growth; redemption is a social as well as an inner, personal experience. While these Wesleyan emphases define the tradition in which the College stands, the College also recognizes that Christian and other religious traditions see the same or similar connections between intellectual development and spiritual growth. Union College thus seeks to cultivate a learning community in which students, faculty, and staff explore together the intellectual and social dimensions of Christian faith.

The College is selective, student centered, values driven and is successful because of its location. The College is located in Barbourville, Kentucky, near the center of the Southern Highlands of Appalachia and is readily accessible to a variety of the Region's provinces with their great diversity of landscapes and historical experiences. The Region is visually appealing and has abundant opportunities for wilderness learning. The problems of the mountains, though sometimes grim and tragic historically, are also fascinating and relevant to many questions of modern life and provide the opportunity to investigate and understand universal applications through study and service.

The College challenges the mind, heart, and spirit by embodying and promoting the love of learning, integrity of character, the spiritual quest, and civic responsibility as embraced by the non-sectarian traditions of the United Methodist Church. The traits of character required for individuals to be successful at worthwhile endeavors are encouraged, nurtured, coached, and modeled at Union College. Union College Core Values are created from the traits of judgment, character, moderation, justice, faith, hope, love, and civic responsibility. Operating principles founded on the core values model and guide the College, its students, faculty, and staff in day-to-day activities, learning, and work.

Union College helps students make learning connections. Students are provided opportunities to master key competencies and given opportunities for practical applications through an academically rigorous liberal arts curriculum. The learning environment of Union College is supported by well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Diversity of perspectives and the application of knowledge are valued equally with disciplinary expertise and theoretical knowledge. The Core Curriculum reflects this vision and understanding of learning. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions are nurtured through a variety of on- and off-campus learning experiences. Integrated learning opportunities, technology, internships, service-learning and interdisciplinary seminars are means used to shift the emphasis from just providing instruction to significantly improving student learning.

At Union College, technology is mission driven, outcomes oriented, and consistent with the core values of the College. The College library, academic computing, administrative computing, and network are a single operating unit which focuses on different modes of learning and creating a learning community. Union College actively uses technology to improve teaching and learning and provides convenient access to information resources. The College nurtures an informed and self-sufficient user community through training and instruction.

Union College is a clean, safe, aesthetically pleasing and environmentally responsible campus which promotes social and communal interaction and supports the educational process. The purpose, vision, needs assessment, and evaluation of existing facilities and campus spaces are addressed in the College's facilities master plan. Based on an optimal enrollment of 800 full-time undergraduate students and a total of 1,000 full-time equivalent students, the College is a residential student-centered campus that fosters community and intimacy. Student, academic, and administrative spaces are modern, embrace technology, meet accessibility requirements and include as much flexibility, adaptability, and expandability as possible to accommodate the rapid rate of change in higher education. Campus landscaping and special campus areas help create a learning community. Immediate and future building sites have been identified and the architectural integrity of the campus will be maintained.

An active student life program takes advantage of the area's unique natural resources; promotes social, physical, and intellectual development; encourages personal responsibility; and represents the needs and voices of students on the campus. Students are provided numerous opportunities to participate in campus and off-campus activities which focus on academic and religious issues, wilderness experiences, service learning, governance, as well as literary, music, and professional clubs and organizations. Leadership development is nurtured throughout the College, and students are encouraged to learn and to exercise leadership in their daily lives through such opportunities and forums: the Board of Trustees as student associate trustees, Union College Community Government, residence hall councils, in the classroom, and in the athletic program of the College on and off the fields and floors of competition. The athletic program supports the mission and core values of Union College by creating an atmosphere where participants are viewed and treated as students first and athletes second. Student behavior is guided by the College's core values and operating principles, which promote personal responsibility and accountability.

Union College encourages the development of mutually-respectful and beneficial relationships with local, regional and broader communities through the sharing of cultural and recreational resources, educational opportunities, and economic development opportunities. Community relations efforts produce a strong and positive environment between the College and local and broader communities.

Union College is a financially sound college capable of funding the growth and development of programs, facilities, and scholarships. The College uses a financial planning model which defines the operational premises guiding the financial planning; identifies benchmarks to measure programmatic and financial strategies; and identifies financial ratios and normative data to measure the College's financial health. The College has a comprehensive advancement strategy designed to obtain the needed external financial resources in the form of endowment, gifts, and grant required to meet or exceed the College's needs.

The College's employees are its greatest resource. Individuals are respected and recognized for their contributions, provided fair and consistent treatment, and offered opportunities for personal and professional development. The College attracts gifted and talented persons to the community, provides a climate of support and encouragement, recognizes accomplishments, provides incentives for continued improvement, and holds them accountable for their work and contributions. A formal plan for setting and maintaining salary equity, keyed to benchmark institutions, is in place and is functioning.

Union College has an open, responsive, collegial, and efficient organizational structure that provides the means to achieve the institution's vision and fulfill its purpose. The committee structure and the composition of the Board of Trustees is responsive to the needs and vision of the College. An effective and efficient management organizational structure has clearly defined lines of responsibility and authority. The management organizational structure is responsive and communicates well. The standing committee structure and its composition facilitates the governance needs of the College.

Union College graduates are principled and productive citizens capable of creative thinking and problem solving. They are able to communicate effectively and are life-long learners who see being educated as a quality of mind, not simply an accumulation of facts and professional skills. They have developed habits of thought that value logic, open-mindedness, awareness of historic change and achievements, and sensitivity to cultural diversity. Union College graduates are prepared to assess new situations, to handle career changes, to deal with adversity, and to recognize and seize opportunities. They have been provided the opportunity for an education of high academic quality in a nurturing and challenging environment which both embodies and inculcates a tradition of intellectual, moral, spiritual, and civic virtue which effectively prepares them to be citizens of the world in the 21st century.

Core Values

Preamble

Union College challenges the mind, heart, and spirit by promoting the love of learning, integrity of character, the spiritual quest, the need for civility in all transactions, and the importance of civic responsibility.

Life-Long Learning

We embrace the love of learning and support each other's desire for life-long learning. We foster collaborative, connected, and active learning.

Spiritual Quest

We espouse the spiritual quest. We challenge each other to discover, intellectually articulate and claim a life-affirming spiritual faith and/or philosophy of life.

Civic Responsibility

We advance civic responsibility. We promote leadership and service as a means of achieving civic responsibility. We strive to become servant-leaders.

People

We advocate civility in all communications. We promote integrity of character by actively listening to each other, openly sharing information that may prove helpful to the situation, doing what is right, and being honest. We accept personal responsibility for our actions. We hold each other and ourselves accountable.

The Mission of the Graduate Program

The mission of the graduate program is to increase inservice teachers' competence and to prepare educators for administrative positions. To these ends, Union College offers programs leading to the Master of Arts Degree, the Fifth-Year Certificate, Rank I Certificate, and several endorsement programs on campus and at several off campus locations.

Through these programs, graduate students can enhance their initial preparation as classroom teachers. These programs maintain high standards and expectations built on current best practice as defined by Kentucky Educator Standards (Experienced Teacher Standards and the Interstate Leaders Licensure Standards) adopted by the Kentucky Education Professional Standards Board.

The Experienced Teacher Standards describe (a) what experienced teachers do in authentic teaching situations and (b) teaching behaviors and processes that are most critical to student learning. These behaviors are outlined in the nine standards and the accompanying indicators. They imply improved and extended competencies beyond the New Teacher Standards required for initial certification.

Standard 1:
Demonstrates Professional Leadership.

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

Standard 2:
Demonstrates Knowledge of Content.

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

Standard 3:
Designs/Plans Instruction.

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 4:
Creates/Maintains Learning Climate.

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 5:
Implements/Manages Instruction.

The teacher introduces, implements and manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 6:
Assesses/Communicates Learning Results.

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 7:
Reflects/Evaluates Teaching.

The teacher reflects on and evaluates teaching/ learning.

Standard 8:
Collaborates with Colleagues/Parents/Others.

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 9:
Engages in Professional Development.

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

Standard 10:
Demonstrates Implementation of Technology.

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Union's Educational Leadership Programs are guided by the following Standards for School Leaders. These standards have been developed by the Council of Chief State School Officers.

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development; articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Collaborative Initiatives with Local School Districts

Center for Economic Education

Union College is one of eight colleges and universities in Kentucky that belongs to the Kentucky Council on Economic Education (KCEE) and its national counterpart, the Joint Council on Education (JCEE). As a member of this organization, the Union College Center, under the direction of Dr. Ella Hensley, offers economic education graduate courses on a wide variety of subjects, provides materials and assistance to area school personnel, and presents Professional Development workshops. In association with the Center, local advisory boards provide additional support.

Mountain Science Teachers Alliance

In 1990, Union College professors and science teachers from six neighboring counties formed the Mountain Science Teachers Alliance (MSTA). The alliance was originally funded by a grant from the American Association for Higher Education. Now, partially funded by a grant from the Council on Higher Education, it serves 18 school districts in the region.

A seven-member steering committee plans the meetings, which are hosted by different schools in the region. The alliance attempts to keep teachers current with research, methodology, and educational technology. Meetings focus on topics such as instructional use of technology, inquiry-based science lessons, or specific statewide reform initiatives. Members also bring with them examples of lessons, assessment measures, portfolio activities, interdisciplinary activities which are duplicated and distributed to all attending. A newsletter is mailed to participants.

*P*ersonal *R*esponsibility *I*n a *D*esirable *E*nvironment (PRIDE)

PRIDE is the first comprehensive, region-wide, local/state/federal cooperative effort designed to address the serious challenge of cleaning up the region's rivers and streams and promoting environmental awareness and education in southeastern Kentucky. Graduate professors and students have been involved with a number of PRIDE initiatives, including Project Clean Streams, the Upper Cumberland Watershed Watch, and PRIDE Spring Cleanup. In addition, the College has hosted a number of professional development workshops for local teachers that are sponsored by PRIDE.

General Information

Location of the College

Union College is located in Barbourville, on U.S. Highway 25E, midway between Lexington, Ky., and Knoxville, Tenn. The historic Wilderness Road runs along the eastern edge of the campus. The Dr. Thomas Walker State Park is four miles from the campus and Cumberland Falls State Park, Levi Jackson State Park, and Pine Mountain State Park are in adjoining counties.

Graduate students may enroll for a portion of their work in courses offered in off-campus centers in a number of nearby communities.

Learning and Information Services

The Learning and Information Services faculty and staff are dedicated to providing members of the Union College community the information resources needed to meet their educational goals. This is accomplished through four individual units working as a team to provide access to print and non-print materials, data and voice communication, institutional data, and the education needed to use the information.

Weeks-Townsend Memorial Library

The Weeks-Townsend Memorial Library provides a variety of resources and services to support and enrich the College's academic programs. The library, located in the center of campus, houses a collection of more than 120,000 books, periodicals, government documents, media materials, and on-line reference and full-text databases. Library functions, including the Online Public Access Catalog (OPAC), circulation, and reserves are fully automated through the Sirsi Unicorn Collection Management System. The OPAC is accessible through the campus network and the World Wide Web. The library can accommodate over 300 persons in a variety of seating arrangements, including study carrels, tables, and a computer lab. The library is wired for laptop access to the campus network. The library participates in state, regional, and national networks, including the Kentucky Virtual Library, Southeastern Library Network and ACA Central Library.

Access to media, equipment, and the Internet is provided in the library. The 20-seat computer lab is the center of campus access to the Internet including e-mail and the World Wide Web. The lab also provides access to word-processing, spreadsheets, and course-specific software. The Learning Resource Center provides educational media materials for classroom use and individualized study. The Curriculum Collection supports the Education Program by providing a specialized collection including elementary, middle, and high school curriculum materials and a juvenile collection.

The Library contains several other special collections including the Cumberland Gap Genealogy Collection and the Lincoln-Civil War Collection. The library also serves as the repository for the College Archives. The library staff offers individual and group bibliographic instruction and instruction in the use of equipment, computer resources, and special collections.

Academic Computing

The College has three computer labs supporting the academic programs and providing access to the campus network. In addition to the Library, the Centennial computer lab contains 21 workstations and a laser printer. The labs provide access to the Internet, World Wide Web, and e-mail. The Hensley Lab, also located in Centennial Hall, provides the same type of access with 15 computers. The labs are open a variety of hours each week.

Bookstore

The Bulldog Bookstore is located on the lower level of the Frances Patridge Campus Center. Regular hours are 9:00 a.m. to 4:00 p.m., Monday through Friday, with extended hours during registration periods. Summer hours may be shorter. The bookstore stocks textbooks, materials and supplies, clothing, and a variety of gift items. Textbook refund periods and buy-back policies are posted.

Campus Activities

Student activity fees are not required of graduate students; however, graduate assistants, graduate students living on campus, and those residing near the campus are encouraged to take part in social and cultural functions of the college.

Automobiles - Parking

The college maintains paved parking lots for the use of commuting and resident students. Cars parked on campus should be registered in the Safety Office and display an official Union College parking permit. Permits may be obtained free of charge in the Safety Office. Cars must be parked in designated areas only. Violation of campus parking regulations may result in fines charged against the student's account or in towing at the owner's expense.

Housing and Food Service

Full-time graduate students may elect to live on campus. Residence hall rooms may be obtained through contact with the Dean of Students. All students living in the residence halls are required to obtain a boarding ticket and eat in the college dining hall.

A limited number of one-bedroom apartments are available for students with not more than one child. Pets are not allowed. Applications for apartments should be made in advance with the Dean of Students.

The Myrtle Cole Minton Cafeteria is located on the lower level of the Frances Patridge Campus Center. Hours of operation and meal prices are posted in the dining room. Commuting students are welcome in the dining room and may purchase individual meal tickets at the door.

Union College Policy ADA:

Students with disabilities who require accommodation (academic adjustments and/or auxiliary aids or services) should contact Student Support Services, Room 105, Centennial Hall. The phone number is 606-546-1259. Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. DO NOT request accommodations directly from the professor or instructor. Professors and/or instructors are NOT authorized to make reasonable accommodations.

Admission Requirements

Applicants for admission to the Graduate Studies Program may enter at the beginning of each academic semester, interim, or summer session. Admission to graduate study does not imply admission to candidacy for the Master's Degree (see section on Continuous Assessment, page 26). Graduate students may be admitted under three categories:

1. Unconditional Admission

All requirements are met.

2. Conditional Admission

Those students who do not qualify for unconditional admission because:

A. Not all credentials have been received, including test scores and transcripts. All materials necessary to remove conditional status must be submitted by the end of the semester (or summer term) in which the student is first enrolled.

B. Seniors taking graduate courses (see information below).

C. Grade point averages below the minimum specified for these programs may be approved as "conditional admissions." In such cases, the students must prove their ability to earn at least a 3.0 grade point average (GPA) upon completion of the first 12 semester hours of graduate credit. Failure to achieve the 3.0 GPA level within the allowable 12 hours shall result in the recommendation that the student withdraw from the program.

Seniors Taking Graduate Courses

A. Conditional admission to enroll in graduate courses (400G or 500 level) is open to seniors lacking no more than six credit hours for graduation and satisfying the following:

B. The student's grade point average must be at least 3.0 on all work attempted.

C. The student is required to file a petition listing the courses necessary to complete undergraduate requirements as well as courses taken for graduate credit. The approvals of the Dean of Education, the student's advisor, and the Registrar must be obtained.

D. The total of the student's academic load may not exceed 12 credit hours for the semester.

E. All requirements for the undergraduate degree must be completed during the semester or summer in which the student is allowed to register for part-time graduate work.

Graduate credit will be allowed only for those courses completed beyond the requirements for the undergraduate degree. The student must complete an application for admission to the Graduate Studies Program.

3. Visiting Student

Students who are pursuing a graduate degree at another institution and wish to take courses at Union College. These students must submit a letter from the graduate dean of the home institution indicating that the student is in good standing and has approval to take the specified courses for transfer. Visiting students must submit an application for admission but no other transcripts or credentials are required. Application as a visiting student is not to be considered application for admission to a graduate program.

4. Uncertified Admission

A limited number of students who do not possess teaching certificates may be admitted to the Graduate program for the primary purpose of improving their academic background. Ultimately, these applicants may obtain certification, provided they complete all of the course work and student teaching specified for the desired teaching certificate.

Graduate Application and Admission Process

For admission as a regular graduate student, an applicant must have completed requirements for a bachelor's degree at an accredited institution with a GPA of 2.5 or better. In addition to completing the general application, the applicant must arrange for the graduate office to receive:

1. Application Fee

Payment of the non-refundable $15 fee.

2. Transcripts

Two official transcripts of all undergraduate and all graduate work completed must be sent directly to the Graduate Office by the institutions where the credits and degrees were earned

3. Recommendations

Two letters of recommendation are required from individuals who can attest to the applicant's academic and/or professional capabilities. Forms may be obtained in the Graduate Office.

4. Teaching Certificate

A copy of a valid teacher's certificate indicating areas in which the applicant is qualified.

5. Entrance Examination

Scores from the Praxis Specialty exam (acceptable within state guidelines) or a score of 1150 (Verbal, Quantitative, Analytical) on the Graduate Record Exam (GRE).

6. Professional Development Plan (PDP)

A Professional Development Plan (PDP) focusing on Kentucky's Experienced Teacher Standards and professional growth the individual student wishes to achieve through graduate study.

7. Planned Program

A planned program signed by the student, Dean of Education, and Advisor.

Admission into Candidacy for the Master of Arts Degree

Admission to a program leading to the Master's degree does not imply admission to candidacy for a degree. Students must file an application for admission to candidacy for the MA degree and complete the candidacy requirements before registering for courses beyond twelve semester hours.

Admission to candidacy for the Master's Degree includes an application, completion of certain requirements, and approval of the Graduate Council.

See section on **Continuous Assessment**.

Admission to Rank I Program

Applicants for admission to a program leading to the awarding of a Rank I classification must have completed requirements for the M.A. in Education Degree or the Fifth-Year Certificate. A GPA of 3.0 is necessary for unconditional admission to the program.

Teachers who do not possess a Master's Degree in Education are eligible for a general Rank I program, but are not eligible for admission to certification programs in Educational Leadership.

Financial Information

The academic year is divided into two regular semesters, Fall and Spring. In addition, three four-week summer sessions are offered, convening in the months of May, June and July respectively. Tuition, fees and other expenses are subject to change. All changes will be announced in the class schedule or through the media.

Graduate Expenses

Full-time tuition (12 to 18 semester hours)	$6,215.00
Part-time tuition (per semester hour)	$230.00

Graduation Fees

Degree or Certificate	$20.00
Academic Regalia	$25.00
Late registration fee*	$15.00
Absentia	$50.00
Transcript-after first copy	$ 5.00

Other expenses

Graduation Renewal Fee	$5.00
Audit Fee (per semester hour)	$25.00

*Late registration fee can be waived by the Registrar for sufficient reason if permission is requested in advance.

Payment Policy

Financial Clearance

A student will be cleared for registration only if any previous balance has been paid. Full payment of an account for all charges are due on or before registration. Any student having an unpaid balance will not be cleared for the release of a transcript or a diploma. Should collection efforts become necessary to collect an unpaid balance, the student will be responsible for all costs of collection, including collection agency and attorney fees. Summer sessions must be paid in full at the date of registration—no payment plan is available for May and summer sessions.

Finance Charge

A monthly finance charge of one and one-half percent (18% APR) will be added to the unpaid balance on student accounts at noon on the last working day of each month.

Payment Plan

An affordable payment alternative is the Interest-Free Monthly Payment Plan, administered by Educational Computer Systems Incorporated (ECSI). The ECSI plan allows you to pay tuition on a monthly basis throughout the year with no interest charges. A three-payment (per semester) or a ten-payment plan (for the Fall and Spring semesters) is available.

The ECSI Interest-Free Monthly Payment Plan is not a loan program. There is no credit check, with the exception of a small fee to set up the plan.

The ECSI Interest-Free Monthly Payment Plan is available to all students and families. For more information and an application, call ECSI at (888) 549-3274. You can also visit ECSI on the Web at http://www.ecsi.net.

Refund Policy

A student is considered to be enrolled until he or she completes drop/withdrawal procedures. Students who remain registered for a class that they are not attending will be responsible for all charges and will receive an automatic grade of "F." A $50.00 administrative fee will be assessed for adjustments to a student's transcript and other records when necessitated by not following proper withdrawal procedures. Withdrawl procedures must be completed in person, by fax, or by mail.

Tuition refunds are based on the date these drop/withdrawal forms are completed and returned to the Office of the Registrar. A full refund may be obtained for a class only if a student has not attended beyond the first session and completes drop/withdrawal procedures with the Office of the Registrar.

Financial Assistance

Eligibility for the Stafford Loan is determined by filing the Free Application for Federal Student Aid (FAFSA) with the Financial Aid Office 30 days prior to enrollment. Stafford Loans are then processed through the student's home bank or state agency. The interest rate will be variable but not to exceed 8.25%. Repayment begins six months after the student graduates or drops below the eligibility requirement of six hours enrollment. Students interested in a Stafford Loan should contact the Financial Aid Office.

Students eligible for Veterans Benefits should contact the Registrar for information concerning procedures required to receive those benefits.

A limited number of minority scholarships are available. Interested students should contact the Graduate Office.

Program Descriptions

Degree and Certificate Requirements

Union College has adopted the following three plans whereby students may earn Rank II Classification:

1. Completion of the Masters of Arts in Education degree (non-thesis)
2. Completion of the Masters of Arts in Education degree (thesis)
3. Completion of the Fifth-Year non-degree program

Union College also has a preparation program for Kentucky's Rank I classification under the Foundation Law. Rank I classification requires the completion of a planned program of 30 semester hours beyond the Master's level.

Master of Arts in Education Degree

Requirements for the Master's degree include:

1. Completion of one of the degree programs described in the Graduate Programs section of this catalog;
2. A minimum grade point average of 3.0;
3. Completion of a Master of Arts portfolio, and
4. Completion at Union College of at least 21 of the required 30 semester hours. Students may elect to write a Master's thesis for six semester hours of credit.

Fifth-Year Certificate

Fifth-Year certificate requirements include:

1. Completion of a 32-semester hour program of studies;
2. A minimum grade-point average of 2.5;
3. 12 semester hours in professional education courses;
4. 12 semester hours in a field of specialization, and
5. Completion at Union College of at least 18 of the required 32 semester hours.

The Kentucky Fifth-Year certificate program allows in-service training and other professional development to be credited toward a certificate. Students desiring to use professional development toward a Fifth-Year program at Union College must obtain permission in advance.

Rank I Certificate

Rank I classification requires the completion of a planned program of 30 semester hours beyond the Master's level. The student must design a Professional Development Plan focusing on either Kentucky's Experiences Teachers Standards or Administrative Standards. The PDP is used by the student, an advisor, and the Dean of Education to plan a sequence of courses that will meet the following goals:

(a) To improve the professional competency for the position covered by the initial teaching certificate, or
(b) To obtain preparation / certification required in additional areas.

Rank I certification requires a grade point of at least 3.0. No comprehensive examination is required; however, each student will complete a Professional Development Portfolio. Up to 15 hours credit may be transferred from other graduate institutions if appropriate to the student's planned program and if the final grade achieved is at least a "B."

The PDP is included in the student's program portfolio and provides direction for the student's selection of entries for the portfolio. Although each program is individualized, the guidelines below will prevail in the planning of the program. Some courses may have been taken at the Master's level, and appropriate courses may be substituted with prior permission.

Planned Programs

Prior to completion of two graduate courses, students will design a Professional Development Plan (PDP) focusing on Kentucky's Experienced Teacher Standards and professional growth the individual student wishes to achieve through graduate study. A copy of the individual student's PDP is given to the student's advisor and becomes part of the student's graduate file. The student then meets with an advisor to develop a planned program is based on the PDP.

The Grading System and Quality Points

Grades for graduate courses at Union College are defined as follows:

A	Excellent	Outstanding achievement Four quality points
B	Good	Acceptable achievement Three quality points
C	Fair achievement	Only minimally acceptable Two quality points
D	Very low performance	No academic credit toward MA degree One quality point Can be credited towards a Rank I or Fifth-Year Certificate.
F	Failure	No academic credit and no quality points
W	Withdrawal from a course during the first 12 weeks of the semester Failure to officially withdraw from a course before the withdrawal deadline indicated in the academic calendar may result in an automatic grade of F.	
I	Incomplete Used when attendance requirements have been met, but granting a grade has been postponed because, for reasons satisfactory to the instructor, certain course assignments have not been completed.	

An "I" must be removed before the end of the following regular semester. If the "I" is not removed during that time period, it will turn to an "NC" (no credit).

If a course is repeated at Union College, only the second grade is used in computing the student's grade point average.

A plus or minus may be added to the final grade and will appear on the transcript; however, this will not affect the grade point average.

Course Numbering System

Courses available to graduate students are offered on three levels, numbered 400, 500, and 600. A limited number of 400 level undergraduate courses are open to graduate students, and are so designated by a "G" in the course number, e.g., EDUC 40IG. Since these courses are available to advanced undergraduate students, care must be exercised to avoid duplication of courses already taken.

Courses on the 500 level are limited to graduate students. Those on the 600 level are intended primarily for Rank I students.

Some course numbers are reserved for specific types of courses, and are not included in Course Descriptions section of this catalog.

581, 681—"Special Topic" courses developed on a one-time basis, or a special innovative course.

583, 683—Courses offered through the Kentucky Education Television Network (KET).

595, 695—Independent study. Courses offered for individual study outside the regular course of offerings.

Academic Policies

Attendance

Students are expected to attend all classes for which they are registered and are responsible for absences incurred by late enrollment. Students should avoid registering for courses that meet at times that conflict with anticipated teaching, administrative, coaching, or other duties at their respective schools or places of employment.

Registration

Students seeking course credit must be admitted to the graduate program or have a Visiting Student Permit. For details, please refer to the section on Admission. Former Union College graduate students who have not been in attendance during the past two years must apply for re-admission and update their records in the Graduate office.

Course registration enrollment may be completed on campus, by mail, or fax during the advance registration period. Students are advised to register early. After this period, registration must be completed in person. There is no registration or change of program by phone.

Drop/Add or Withdrawal

Students must complete the registration process in order to remain in a class and receive a grade. Attending the class does not register a student for that class. A $50.00 administrative fee will be assessed to students who attend class without completing proper registration. Grades will not be posted until proper registration has been completed and all tuition, fees and appropriate finance charges have been paid.

It is the responsibility of the student to withdraw from a class in a timely manner. Failure to attend a class for which you are registered does not automatically withdraw you from that class. Students must drop a class by the first class meeting in order to receive a full refund. Students who remain registered for a class that they are not attending will be responsible for all charges and will receive a grade of "F." A $50.00 administrative fee will be assessed for adjustments to a student's transcript and other records when necessitated by not following proper withdrawal procedures.

Transcripts

The college regards the student's transcript as a personal and private document; it is released only on the written authorization of the student and payment of the required fee. Requests for transcripts should be made directly to the Office of the Registrar, and should include the full name, social security number, and dates of attendance. When official transcripts are sent directly to the student, they are stamped "Issued to Student." Financial obligations to the college must be cleared before a transcript is issued. A $5.00 fee is charged for each transcript after the first.

Academic Records

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Registrar receives a request for access. Parents or eligible students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the college Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the parent or eligible student, the College will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College as an administrator, supervisor, instructor, or support staff person (including health or medical staff and law enforcement personnel); a person serving on the school board; a person or company with whom the College has contracted to perform a special task (such as an attorney, auditor. Medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The College will release directory information to the general public in response to alegitimate request unless the student concerned files a written request with the Registrar within three weeks of the beginning of the term that such information is to be withheld from the public. Directory information is defined as student name, address, dates of attendance, date of birth, degree(s) earned, and previous educational institutions attended.
5. Union College will, however, release records and accounts pertaining to veterans, as well as to other students, to appropriate U.S. Government representatives. This exception to all other federal laws is found in Title 38 of the U.S. code, Section 1790(c).
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-4605
7. Although the Family Rights and Privacy Act (FERPA) affords parents of students under the Internal Revenue Code to have access to the student's education record, it is the policy of the College to require all students to sign a waiver for the release of such information.

Auditing

With the consent of the instructor a person may audit a course, provided he/she meets the graduate admission requirements. An auditor is one who wishes to attend a class regularly; but who does not wish to meet the assignment or evaluation requirements of students enrolled for credit. Courses with limited enrollment, laboratory courses, and seminars are not open to auditors. Audited courses will appear on the transcript and may not later be applied for credit. A fee of $25 per semester hour is charged.

Inclement Weather Policy

Whenever weather conditions necessitate the cancellation of evening classes, a decision will be made by 2 p.m. Students are advised to listen to local media or call the Union College Hotline, 606-546-1600, for the latest information.

Independent Studies

The chief purpose of the independent study is to afford the student an opportunity to obtain credit for study outside the regular course offerings of the graduate program. Permission may be granted under special conditions for a student to take a regularly scheduled course as an independent study.

The Dean of Education must approve proposals for independent study. It is the student's responsibility to work with a professor in planning the course of study and to present the proposal for approval. Forms for independent study must be obtained from the Office of Educational Studies.

A student must have successfully completed nine semester hours of graduate credit at Union College in order to qualify for independent study. Visiting students are not permitted to take a course on an independent study basis. Credit for independent studies done at other accredited institutions will be accepted provided such credit meets the Union College transfer credit requirements.

Maximum Course Loads

The maximum course load for full-time graduate students is fifteen semester hours for a regular semester, six hours per summer term, and three hours for an interim session. Graduate students engaged in full-time employment normally are restricted to six semester hours for a regular semester.

Credit may not be earned concurrently at another institution without the permission of the Dean of Education and then only within the total limits indicated above.

Time Limits

A graduate student is expected to complete requirements for the Master's degree, the Fifth-Year Program, or Rank I no later than five years after beginning course work. The Dean of Education and the Graduate Council may grant an extension for an additional three years for sufficient reason upon written petition from the student. If the course work is deemed reasonable within the framework of current knowledge and findings, or if for some physical reason the student has not been able to complete his/her work on schedule, consideration will be given for the extension of time.

Transfer Credit

A maximum of nine semester hours from a recognized and regionally accredited graduate school may be transferred toward the M.A. degree in Education. For students working on the Fifth-Year Certificate a maximum of 14 semester hours may be transferred. Fifteen semester hours may be transferred toward the Rank I program. Requests for transfer credit must be appropriate to the student' s planned program, carry a grade of at least "B", and be approved by the Dean of Education or advisor when the planned program is signed or prior to taking the course.

No credit is allowed toward the Master's degree for courses taken by correspondence or by pass/fail.

Acceptance of transfer credit does not infer completion of the portfolio task associated with that course. Students are to consult with their advisor concerning portfolio deficiencies that may result in the transfer process.

Continuous Assessment Process

All students entering Union College's graduate program after January 1, 1998 will be assessed under a continuous assessment format. This system requires students to maintain a Professional Development Portfolio that documents their professional growth during graduate studies.

Professional Development Plan (PDP)

Graduate students will design a Professional Development Plan (PDP) around the needs relating to their job description and their school's overall transformation plan. This plan should include goals and expectations for improvement related to each of the standards appropriate to their program. The student's progress is based on the professional judgment of an advisory committee appointed by the Dean of Education.

Professional Development Portfolio

All Union College graduate students seeking a degree, certificate or endorsement are required to develop and maintain a portfolio. Portfolio tasks are samples of work from the courses comprising the professional component of the student's program and are in support of the appropriate standards. Guidelines for the portfolio are provided to students upon their entry into the program.

The creation of the portfolio represents a form of professional development. As graduate students assemble their portfolios, they are prompted to assess programs and determine a direction for professional development. Students are encouraged to consult with their advisor regarding portfolio development throughout their program.

The portfolio will be reviewed by the student's advisor twice prior to completion of the student's program of studies (1) at a mid-program conference with the advisor prior to admission into candidacy; and (2) at the student's Exit Portfolio Assessment conference. At each of these conferences, the student will present the Portfolio, orally explain, and give a rationale for the inclusion of each item. In addition, a scoring guide (rubric) will be used to holistically evaluate the contents of the portfolio. If the advisor perceives a portfolio to be inadequately developed or poorly presented, the student is asked to address these concerns and resubmit the portfolio.

Admission into Candidacy for the Master of Arts Degree

Admission to any program leading to a Master's degree is not equivalent to admission to candidacy. Students must file an application for admission to candidacy for the M.A. degree and complete the candidacy requirements during the term in which 12 hours of graduate work (including transfer work) is completed.

Admission to candidacy for the Master's Degree includes an application, completion of the requirements below, and approval by the Graduate Council.

1. Show an aptitude for graduate study by the completion of 12 semester hours of graduate work with a grade point average of at least 3.0.
2. Successfully complete the written exercise administered by the Office of Educational Studies. The exercise will require each student to compose an essay on a topic drawn from choices provided by the Department of English/Communications.
3. Submission of portfolio artifacts reflective of course work taken toward degree (including transfer work) and/or professional development products that relate to the Experienced Teacher or Administrator Standards. Students are responsible for scheduling a Candidacy Review at a time mutually convenient for the student and the members of the advisory committee. The application for Admission to Candidacy must be on file in the Office of Educational Studies prior to the Candidacy Review.

Master of Arts Thesis

Students may opt to write a thesis in partial fulfillment of the requirements for the M.A. degree. The thesis is a systematic, written presentation of the results of a study, investigation or research. Thesis credit will fulfill six hours in the elective component of the M.A. program.

The Union College Graduate Council views the Master's Thesis as a completed document that demonstrates a high degree of competence in originality and creativity. Before registering for EDUC 599 (Thesis), the student must complete a total of 15 semester hours of graduate work, including EDUC 500 -Educational Research.

Students choosing the thesis route must have an advisory committee of at least three faculty members who regularly teach graduate courses. The chairman shall be from the student's major area of interest. At least one member shall be from the area of education, and at least one member shall be from outside the field of education. The Dean of Education shall serve as ex officio member. The names of the committee/members shall be submitted to the Dean for approval.

The committee, appointed by the Dean of Education, shall review the student's proposal to ensure that the problem to be investigated is a significant one, that a thorough review of the literature has been conducted, and that the student is planning to use proper methodology.

The completed draft of the thesis is to be presented to the chairman of the student's advisory committee at least 30 days before graduation. A final oral examination on the thesis is to be successfully completed 10 days before graduation. Two copies of the completed thesis and an abstract (150-350 words) are to be presented to the Dean one week before graduation.

If the thesis is not completed within two semesters after the student registers for EDUC 599, the candidate must continue to register each semester until the thesis is completed. The student shall pay a continuous registration fee of one credit hour tuition each semester until the thesis is completed unless the thesis committee otherwise waives the charge. Exceptions must be recommended by the thesis committee and approved by the Graduate Council.

Detailed information concerning the thesis may be obtained in the Graduate Office.

Application for Graduation, Change in Rank, and added Certification

Application for graduation must be made in the Office of the Registrar according to the following schedule. Students planning to complete all requirements for the May commencement should make application at the beginning of the prior fall semester. Those planning to finish during the summer terms should make application at the beginning of the spring semester. Those completing all degree requirements during the fall semester may participate in the following May commencement.

It is the student's responsibility to apply for graduation, change in rank, and added certification through the Office of the Registrar.

Students who complete all requirements in the spring or summer term will participate in the May commencement. Those failing to participate are required to pay an absentia fee (see fee under Financial Information).

Graduate Programs of Study

Master of Arts in Education

Fifth-Year (Non-Degree) Certificate
Rank II

Elementary School Education 31
Middle School Education 32
Secondary School Education 33
- Language Arts 33
- Science 33
- Social Studies 33

P-12 Education 34
- Health/Physical Education 34
- Music Education 35
- Reading and Writing Endorsement 35
- Special Education 36
- Principalship 36

Rank I Programs

General Rank 37
- Elementary School Education 37
- Middle School Education 37
- Secondary School Education 37

P-12 Education 37
- Reading and Writing Endorsement 38
- Special Education 38
- (Principalship) 38
- Supervisor of Instruction 39

M.A. Degree and Fifth-Year Certificate

Elementary Education Curriculum (P-5)

Master of Arts Degree and Rank II
Fifth-Year Certificate (non-degree) and Rank II

Master of Arts Degree and Rank II

1. Professional Education Component *15 semester hours*

EDUC 500	Methods of Education Research
EDUC 503	Elementary School Curriculum Design
EDUC 513	Advanced Instructional Strategies
PSYH 600	Advanced Human Development

Choose one of the following:

EDUC 520	Techniques and Materials for Classroom Reading Instruction
EDUC 530	Diagnostic and Correction of Reading Difficulties
EDUC 532	Techniques and Materials of Remedial Reading

2. Specialization Component *12 semester hours*

Select four courses to enhance professional content knowledge in the area of certification.

3. Elective *3 semester hours*

Fifth-Year Certification (non-degree) and Rank II

I. Professional Education *15 semester hours*

EDUC 500	Methods of Education Research
EDUC 513	Advanced Instructional Strategies
EDUC 503	Elementary Curriculum Design
PSYH 600	Advanced Human Development

Choose one of the following:

EDUC 520	Techniques and Materials for Classroom Reading
EDUC 530	Diagnostic and Correction of Reading Difficulties
EDUC 532	Techniques and Materials for Remedial Reading Instruction

2. Specialization Component *12 semester hours*

Select four courses to enhance professional content knowledge in the area of certification. Course selection may be made upon needs and current teaching assignment.

3. Electives *6 semester hours*

Middle School Curriculum (5-8)

Master of Arts Degree and Rank II
Fifth-Year Certificate (non-degree) and Rank II

Master of Arts Degree

1. Professional Education Component *12 semester hours*

EDUC 500	Methods of Education Research
EDUC 513	Advanced Instructional Strategies
EDUC 601	Advanced Study of the Middle Grade Child
EDUC 504	Middle School Curriculum Design

2. Specialization Component *12 semester hours*
Will be selected from those academic fields previously completed for provisional certification.

3. Electives *6 semester hours*

Fifth-Year Certification (non-degree)

1. Professional Education Component *12 semester hours*

EDUC 500	Methods of Education Research
EDUC 513	Advanced Instructional Strategies
EDUC 601	Advanced Study of the Middle Grade Child
EDUC 504	Middle School Curriculum Design

2. Specialization Component *12 semester hours*
Will be selected from those academic fields previously completed for provisional certification.

3. Electives *9 semester hours*

Secondary School Curricula (8-12)

Master of Arts Degree and Rank II
Fifth-Year Certificate (non-degree) and Rank II

Language Arts Curriculum

1. Professional Education *15 semester hours*

EDUC 500	Methods of Educational Research
EDUC 513	Advanced Instructional Strategies
EDUC 505	Secondary School Curriculum Design
EDUC 525	Content Area Literacy
PSYH 600	Advanced Human Development

2. Specialization Component *12 semester hours*
Select four courses to enhance professional knowledge in the area of concentration.

3. Elective *3 semester hours*

Science Curriculum

1. Professional Education *12 semester hours*

EDUC 500	Methods of Educational Research
EDUC 505	Secondary School Curriculum Design
EDUC 513	Advanced Instructional Strategies
PSYH 600	Advanced Human Development

2. Specialization Component *12 semester hours*
Select four courses to enhance professional knowledge in the area of concentration.

3. Electives *6 semester hours*

Social Studies Curriculum

1. Professional Education *12 semester hours*

EDUC 500	Methods of Education Research
EDUC 505	Secondary School Curriculum Design
EDUC 513	Advanced Instructional Strategies
PSYH 600	Advanced Human Development

2. Specialization Component *12 semester hours*

Select four courses to enhance professional knowledge in the area of concentration.

3. Electives *6 semester hours*

Fifth-Year (non-degree) Program

1. Professional Education *12 semester hours*

EDUC 500	Methods of Educational Research
EDUC 513	Advanced Instructional Strategies
EDUC 505	Secondary School Curriculum Design
PSYH 600	Advanced Human Development

2. Specialization Component *12 semester hours*

Select four courses to enhance professional knowledge in the area of concentration.

3. Electives *9 semester hours*

K-12 Curricula

Master of Arts Degree and Rank II
Fifth-Year Certificate (non-degree) and Rank II

Health and Physical Education Curriculum

1. Professional Education

12 semester hours

EDUC 500	Methods of Educational Research
PHED 501	Health, Nutrition and Physical Education
PSYH 600	Advanced Human Development
PHED 503	Physical Education Curriculum Design, or

Choose one of the following courses:

EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design
EDUC 505	Secondary School Curriculum Design

2. Specialization Component *12 semester hours*

Select six (6) hours from:

HLTH 451G	School and Community Workshop
HLTH 475G	Critical Areas in Health
H TH 551	Readings in Health
HLTH 582	Safety Education

Select six (6) hours from:

PHED 425G	Psychological Foundations of Sport
PHED 525	Motor Learning in Physical Education
PHED 550	Seminar in Physical Education

3. Electives *6 semester hours*

Music Curriculum

1. Professional Education *12 semester hours*

EDUC 500	Educational Research
EDUC 513	Advanced Instructional Strategies
PSYH 600	Advanced Human Development

Choose one of the following courses:

EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design
EDUC 505	Secondary School Curriculum Design

2. Specialization Component *12 semester hours*

Choose four courses from the following:

MUSC 520	Special Topics in Music History and Literature
MUSC 570	History and Literature of the Wind Band
MUSC 572	Advanced Choral Conducting
MUSC 573.	Survey of Choral Literature
MUSC 574	Advanced Instrumental Conducting
MUSC 575	Computer Application in Music (CAlM)

3. Electives *6 semester hours*

Reading and Writing Endorsement Curriculum*

1. Professional Education *6 semester hours*

EDUC 500	Research in Education

Choose of the following courses:

EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design
EDUC 505	Secondary School Curriculum Design

2. Specialization Component *24 semester hours*

EDUC 511	Tests and Measurements
EDUC 520	Balanced Literacy: Techniques and Materials for Classroom Reading Instruction
EDUC 525	Content Area Literacy Development
EDUC 532	Techniques and Materials of Remedial Reading
EDUC 535	Practicum in Remedial Reading
EDUC 625	Seminar in Reading
ENGL 419G	Composition for Teachers, or
ENGL 572	Approaches to Teaching Literature
PSYH 610	Literacy and Language Development

*Certification requires a master's degree and three years teaching experience

Special Education

1. Professional Education *12 semester hours*

EDUC 500	Methods of Education Research
PSYH 600	Advanced Human Development

Choose one of the following courses:

EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design
EDUC 505	Secondary School Curriculum Design,

Choose one course in reading instruction:

EDUC 520	Techniques and Materials for Classroom Reading Instruction
EDUC 530	Diagnosis and Correction of Reading Difficulties

2. Specialization Component *12 semester hours*

SPED 501	Survey of Exceptional Learners
SPED 503	Behavior Management for Exceptional Learners
SPED 511	Assessment Procedures of Exceptional Learners
SPED 513	Diagnostic and Prescriptive Teaching
SPED 515	Instructional Procedures for Exceptional Learners

3. Electives *6 semester hours*

Educational Leadership*

1. Professional Education *12 semester hours*

EDUC 500	Methods of Educational Research
EDUC 502	Curriculum Design
EDAD 545	Introduction to Educational Administration
EDAD 554	Human Resource Development

2. Specialization Component *12 semester hours*

EDAD 565	Special Education Laws and Procedures
EDAD 530	School Law
EDAD 555	Educational Leadership Practicum
EDAD 576	Seminar and Practicum, The Principalship

3. Electives *6 semester hours*

EDAD 540	School Finance**
EDAD 560	School and Community Relations**

*Certification requires a master's degree
**required for Level II Certificate

Rank I Certificates

The preparation program for Kentucky's Rank I classification under the Foundation Law shall be planned in advance by the candidate and the graduate advisor in terms of one (1) or more of the following purposes:

(a) To improve the professional competency for the position covered by the initial teaching certificate;

(b) To extend the scope of professional competency to some certification area not covered by the initial certificate;

(c) To obtain preparation -certification required for professional advancement to a higher position.

Rank I classification requires the completion of a planned program of 30 semester hours beyond the Master's Degree or Fifth-Year Certificate. Education 670, Directed Field Project, is required of all students.

Each program is especially planned for the student and requires a conference with an advisory committee before enrollment. Appropriate courses may be substituted for those taken at the Master's Degree level with the permission of the advisory committee.

A grade point of at least 3.0 is required for the Rank I Certificate. No comprehensive examination is required. Up to 15 hours credit may be transferred from other graduate institutions if appropriate to the student's planned program and the final grade is at least a "B." Students may not transfer correspondence courses into the program.

General Rank
Elementary, Middle or Secondary School Teacher

Through the General Rank I, program Union graduate students can enhance their skills as a classroom teacher. This program is guided by the Experienced Teacher Standards adopted by the Kentucky Professional Standards Board. Some courses listed as required may have been taken at the M.A. or Fifth-year level. Appropriate courses may be substituted by consulting with advisory committee or Dean of Education.

1. Professional Education *9 semester hours*

EDUC 513	Advanced Instructional Strategies
EDUC 530	School Law
EDUC 670	Directed Field Project

2. Specialization Component *21 semester hours*

Reading and Writing Endorsement Curriculum*

1. Professional Education *6 semester hours*

EDUC 670	Directed Field Project
EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design
EDUC 505	Secondary School Curriculum Design

2. Specialization Component *24 semester hours*

EDUC 511	Tests and Measurements
EDUC 520	Balanced Literacy: Techniques and Materials for Classroom Reading Instruction
EDUC 525	Content Area Literacy Development
EDUC 532	Techniques and Materials of Remedial Reading
EDUC 535	Practicum in Remedial Reading
EDUC 625	Seminar in Reading

ENGL 419G	Composition for Teachers
ENGL 572	Approaches to Teaching Literature
PSYH 610	Literacy and Language Development

*Certification requires a master's degree and three years teaching experience.

Educational Leadership

Through the Rank I Program at Union College students can obtain certification as a Principal (P-12) or Supervisor of Instruction (K-12).

Principalship (P-12)

Level I Courses

EDUC 502	Curriculum Design
EDAD 565	Special Education Laws and Procedures
EDAD 530	School Law
EDUC 545	Introduction to Educational Administration
EDAD 554	Human Resource Development
EDAD 555	Educational Leadership and Practicum
EDAD 576	Seminar and Practicum in the Principalship

Level II Courses

EDAD 540	School Finance and Business Operations
EDAD 560	School and Community Relations
EDAD 670	Directed Field Project (required for Rank I)

Supervisor of Instruction Certification Program (K-12)

Prerequisite Courses

EDUC 500	Methods of Educational Research
EDUC 502	Curriculum Design
PSYH 600	Advanced Human Development
EDUC 501	History & Philosophy of Education
EDUC 511	Tests & Measurements
EDUC 520	Balanced Literacy: Techniques & Materials for Classroom Reading Instruction

Level I Certification Requirements *18 semester hours*

EDUC 505	Secondary School Curriculum Design
EDAD 645	School Organization & Administration
EDAD 554	Human Resource Development
EDAD 565	Special Education Law and Procedures
EDUC 680	Research & Seminar in Supervision

Choose one of the following courses:

EDUC 503	Elementary School Curriculum Design
EDUC 504	Middle School Curriculum Design

Level II Courses *12 semester hours*

EDAD 530	School Law
PSYH 640	Group Process
EDAD 560	School & Community Relations
EDAD 670	Directed Field Project

Course Descriptions

Each course is offered for three semester hours of credit unless otherwise noted.

Biology

BIOL 561. Topics in Biological Science (3)
A lecture and discussion approach to topics and issues of contemporary importance and interest in the biological science. Students extensively explore a single topic each term or semester. Students may repeat the course when an alternate topic is emphasized. Possible topics include: Cancer, Immunobiology, Human Evolution, Human Reproduction and Development, Human Genetics, Plants and People, etc.

BIOL 600. Research Investigations (3)
An independent research problem in which the student must demonstrate his or her ability to employ the scientific method in carrying out an original scientific investigation. A typewritten and bound manuscript will be required. An examination mayor may not be given, depending on the nature of the problem selected. *Prerequisite: Permission of instructor and approval of the Division Chair and Dean of Education.*

Chemistry

CHEM 431G. Organic Spectroscopy. (3)
This course provides an in-depth understanding of the instrumentation and techniques of modern spectroscopic methods and their application to structural elucidation. Interpretation from techniques such as MS, UV - VIS, IR. NMR and NOESY will be stressed.

CHEM 561. Selected Topics in Chemistry (3)
Topics from current and/or specialized areas of chemistry such as industrial or environmental chemistry. Will vary according to students' needs. May be repeated for a maximum of 6 credit hours if topics differ. For secondary teachers of chemistry, physics and biology.

CHEM 600. Research Investigations (3)
An introduction to research in which the student must demonstrate an ability to use the scientific method by conducting an original scientific investigation. A typewritten report will be required. An examination may or may not be given, depending on the nature of the problem selected. *Prerequisite: Permission of instructor and approval of the Division Chair and Dean of Education.*

Economics

ECON 501. Economics in Social Studies. (3)
This course is designed to familiarize social studies teachers with economics concepts and applications that are appropriate for grades 7-12.

ECON 504. Current Topics in Economics (3)
A survey of economic theory, including examples of how it can be taught to K - 12 students through examination of current events from the news.

ECON 551. Environmental Economics for Teachers (3)
Methods and materials for integrating economics into the curriculum, focusing on societal choices in the use of scarce resources related to ecosystem survival, environmental quality, and human welfare.

ECON 601. Economics for Teachers (3)
Opportunities to include economic education in any subject area, at any grade level. Teachers in this course discover that they already know and teach economics without realizing it, and learn of ways to expand this

instruction, or to develop their own plans for teaching economics to their students. This course is designed for teachers and assumes no background in economics.

ECON 605. Consumer Economics for Teachers (3)

An introduction to areas of consumer economics that can be applied at any level, K-12. The course will also provide education in consumer economics issues, which will be of personal interest and use to teachers as consumers.

Education

EDUC 440G. Introduction to Early Childhood Education (3)

Survey of the physical, emotional, mental, and psychological development of the child under ten, and the role of the early elementary teacher in working with such a child.

EDUC 441G. Teaching Social Studies (3)

Methods and materials for the teaching of elementary school social studies including kindergarten through eigh curricula. The philosophies, terminology, and evaluation methods and materials will be included.

EDUC 460G. Learning Theories for Educators (3)

The major focus of this course is an exploration of how individuals learn, including specific learning theories and their relation to classroom teaching.

EDUC 500. Methods of Educational Research (3)

Covers types of research, selection of problems, collection and classification of data, organization, presentation and interpretation of materials. Includes computer application. This course should be taken during the first hal of the Master of Arts program. Students must take this course before the term in which the comprehensive examination is scheduled.

EDUC 501. History and Philosophy of Education (3)

Explores the historical antecedents of American education and the influence of various educational philosophies. Particular attention is given to the main philosophical approaches to teaching, with emphasis on students developing a rationale and strategy for incorporating these ideas in the classroom setting.

EDUC 502 Curriculum Design (3)

Curricula organization, materials, and methods. Techniques for evaluating and constructing curricula in accordance with Transformations: Kentucky's Curriculum Framework and Kentucky's Plan of Studies.

EDUC 503. Elementary Curriculum Design (3)

Examines the fundamentals of curriculum theory and design and the research that informs and shapes reform efforts. Current trends will be discussed in relation to historical precedents and future needs.

EDUC 504. Middle School Curriculum Design (3)

Introduces and explains the organization and components specific to middle school education and presents current information gathered from studies and research to provide contemporary and realistic examples. The activities will prepare teachers to evaluate the effectiveness of a middle school curriculum and its congruence with Transformations: Kentucky's Curriculum Framework and the Plan of Studies as well as its effectiveness in promoting student learning.

EDUC 505. Secondary School Curriculum Design (3)

Introduces and explains the various foundations and components of secondary education and presents current information gathered from studies and research to provide contemporary and realistic examples. The activities will prepare teachers to identify important components and features of the secondary school curriculum, evaluate the congruence of a curriculum with Transformations: Kentucky's Curriculum Framework and evaluate its effectiveness at promoting student learning.

EDUC 511. Tests and Measurements (3)

Instruments and techniques for evaluating abilities, aptitudes, personality traits, and interests examined, and teacher-made evaluative instruments given special emphasis. Application of test results to vocational and educational guidance stressed. Special attention is given to the exceptional child in the evaluative process.

EDUC 513. Advanced Instructional Strategies (3)

A study of models of instruction, which focus on information processing models employing inductive and deductive reasoning and social models such as cooperative learning and role playing. Students will develop an instructional unit using the Curriculum Planning Map.

EDUC 520. Balanced Literacy: Techniques and Materials for Classroom Reading Instruction (3)

A survey course which briefly examines competing theories of reading/language arts instruction and that proposes an approach which emphasizes consistency and structure in implementing whole language principles. For teachers of early childhood through older elementary grades.

EDUC 525. Content Area Literacy Development (3)

Introduces students to the unique literacy demands of different disciplines, the instructional or study strategies which enhance content coursework, and the unique needs of the non-reader in the content classroom. For middle or high school teachers, as well as those seeking the reading and writing endorsement.

EDUC 530. Diagnosis and Correction of Reading Difficulties (3)

A classroom teacher's guide for identifying, planning, implementing, and assessing reading difficulties within the regular classroom. Topics covered include collaboration, grouping, reading, standardized testing, informal/ ongoing assessment, and direct instruction of skills. For classroom and collaborating teachers.

EDUC 532. Techniques and Materials of Remedial Reading (3)

Examines basic characteristics and needs of the remedial student, the principles which underlie all successful remedial instruction, the diagnostic cycle of instruction, and the techniques and materials useful in tutorial/ resource setting. For collaborating, Title I, and special education teachers, as well as those seeking the reading and writing endorsement.

EDUC 535. Practicum in Remedial Reading (3)

A supervised experience in a tutorial situation. Students will be responsible for testing, planning the instructional cycle, and writing a case study report. For those seeking the reading and writing endorsement. *Prerequisite: EDUC 532*

EDUC 550. Foundations of Gifted Education (3)

A study on gifted education that will enable teachers to identify and work with the gifted student. Includes discussion of the various categories of giftedness other than I.Q. The course will also include screening and evaluating, needs assessment, and counseling techniques.

EDUC 560. Supervision of Student Teaching (1-3)

Designed for classroom teachers who assume the responsibility of supervising student teachers. Experiences deemed necessary for developing students into effective teachers are considered. *Prerequisite: One year of teaching experience or consent of the instructor.*

EDUC 573. Computers in Education (3)

Designed for teachers, supervisors, and administrators. A hands-on experience with microcomputer operation, introduction to BASIC, use of software, and information about instructional and management uses in schools. No previous experience with microcomputers required.

EDUC 590 Seminar in Education. (3)

This course is taken every semester or term that the student is working toward alternative teaching certification. It focuses on portfolio development addressing state reform initiatives.

EDUC 625. Seminar in Reading (3)

Examines advanced models and theories of reading, as well as the role and responsibilities of the reading specialist. For those seeking reading and writing endorsement. *Prerequisite: a surveyor methods class in reading instruction.*

Educational Administration

EDAD 530 School Law (3)

History of legal provisions for public education in the United States, interpretation and application of present school law, federal and state.

EDAD 540 School Finance and Business Management (3)

Federal, state and local financing of schools, equalization of educational opportunities, sources of school revenue, school budgets, and business methods of accounting. *Prerequisite: Must be accepted into an educational leadership program.*

EDAD 545 Introduction to Educational Administration (3)

Organization of the modem public school, staff-teacher relationships, programs of studies, teacher records and

reports, personal and public relations, utilization of teacher time and physical facilities, and the impact of judici policy making.

EDAD 554 Human Resource Development (3)

A study of the purposes, principles, and techniques of educational supervision. Emphasis on the instructional aspects of school administration. *Prerequisite: Must be accepted into an educational leadership program.*

EDAD 555 Educational Leadership and Practicum

Examination of the roles of the school principal. Prerequisite: *Must be accepted into the educational leadership program.*

EDAD 560. School and Community Relations (3)

Examination of school-community relationships. Special emphasis on leadership roles, operational modes, communication concerning public school relations. *Prerequisite: Must be accepted into an educational leadership program.*

EDAD 565 Special Education Law and Procedures (3)

This course is designed to give students a practical understanding of current policies, procedures and regulations concerning special education in Kentucky. A review of court cases regarding special education will play a major part of the course.

EDAD 576 Seminar and Practicum in the Principalship (3)

Designed to provide the student with a P-12 practicum experience of 100 clock hours under the direction of one or more building principals. *Prerequisite: Completion of 12 semester hours towards Principalship certification.*

EDAD 670. Directed Field Project (3)

Required in all Rank I programs. Following prescribed guidelines, the student works on a problem of practical significance in the school, or school district and prepares a formal project report. A written project proposal is prepared during the first month of the course. Students must complete course requirements by the end of the term in which they are registered. Regular consultation with the instructor is expected. *Prerequisite: Must be accepted into an educational leadership program. Completion of 12 semester hours toward Rank I certification, and permission of instructor.*

EDAD 676. Research and Seminar in Principalship (3)

Designed to acquaint the student with recent research and to identify trends, innovations, and problems in education. The student works in a practicum setting for 100 clock hours under a qualified administrator, reports on recognized research studies, keeps a log of practicum experiences, and participates in scheduled seminars. *Prerequisite: Must be accepted into an educational leadership program. Completion of 12 semester hours toward Rank I certification, and permission of instructor.*

EDAD 680. Research and Seminar in Supervision (3)

Designed to acquaint the Student with recent research and to identify trends, innovations, and problems in supervision. The student works in a practicum setting for 100 clock hours under a qualified administrator, reports on recognized research Studies, keeps a log of practicum experiences, and participates in scheduled seminars. *Prerequisite: Must be accepted into an educational leadership program. Completion of 12 semester hours toward Rank I certification, and permission of instructor.*

English/Communications

ENCO 401G. Advanced Composition (3)

Writing competency is reinforced by developing what has been learned in previous writing courses. The instructor will assign factual narratives, autobiographies, or other significant writing projects.

ENCO 411G. Composition for Teachers (3)

Discussion and practice of the writing process; the writing portfolio, technology in the writing classroom; and other issues of concern, such as student writing, research, and documentation, and writing for various media.

ENCO 421G. History of the English Language (3)

A study of the origins and development of the English language from Anglo-Saxon times to the present. Supplementary readings in early and medieval English/Communications history with emphasis on the effects of historical events on language change. Offered in odd numbered years only.

ENCO 425G. African-American Literature. (3)
A critical and historical study of the development of African-American literature in its various forms (slave narrative, essay, folktale, short story, poetry, novel, and drama) from its beginnings to the present.

ENCO 578. Approaches to Literature (3)
ntensive study of approaches to poetry, short stories, or drama. This course may be taken more than once, providing that the course content is different.

ENCO 571. Advanced Study of Literature (3)
Intensive study of a literary period. This course may be taken more than once providing that the course content is different.

ENCO 572. Special Topics in Literature (3)
Intensive study of a literary topic, author or theme. This course may be taken more than once providing that the course content is different. The class schedule will designate the specific content covered.

ENGL 595. Independent Study in English/Communications
Independent study of research on an approved topic. May be repeated for credit.

ENGL 599. Master's Thesis

Environmental Studies

ENVS 550. Environmental Education Strategies (3)
A two-week workshop designed to foster a greater understanding of our environment through a combination of classroom and direct first-hand experiences. Offered in summer only.

Fine Arts

FNAT 501. Fine Arts in the Elementary School (3)
Fine Arts in the Elementary School is designed to enhance the teaching of Music, Art, and Drama in the Elementary School.

General Science

GNSC 561. Topics in Physical Science (3)
Enrichment and updating elementary and middle grade teachers on selected topics in astronomy, physical science and modem physics. Selected science journal off-prints will be reviewed. The course will include several lecture demonstrations and hands-on experience with laboratory equipment.

GNSC 570. Earth Science for Teachers (3)
A course for middle school and elementary teachers presenting earth science concepts outlined in Kentucky's Program of Studies. Students will model a river system and the habitats of three different organisms.

GNSC 571. Literary Approach to Life Science (3)
A course for elementary school teachers presenting an integrated approach to scientific instruction using fictional children's literature and laboratory activities as its foundation. Students will study the life cycle of organisms, using terraria and aquaria to model habitats and ecosystems. Offered Spring odd years.

GNSC 584. Plate Tectonics (3)
A theory which professional geologists once scoffed at has revolutionized earth science in the last decades. In this combination lecture/laboratory course, students will construct models and analyze actual data to reconstruct the historical development of this important theory.

Health

HLTH 451G. School and Community Health (3)
Reveals the relationship needed between the school and community to promote the total health of the population. Speakers are secured from official agencies, voluntary agencies, professional agencies, sponsored agencies, and other colleges. Small groups instruction is used for discussion, field trips, and study through audio-visual aids. A variety of health areas are covered, including nutrition, physical fitness, drugs, alcohol, tobacco, human sexuality, and emotional health.

HLTH 475G. Critical Areas in Health (3)
Specific health problems confronting society today, with particular reference to secondary-age students.

HLTH 551. Readings in Health (3)
A course enabling the students to research the literature in the area of health, not only to increase basic knowledge, but to become acquainted with current trends and issues.

HLTH 582. Safety Education (3)
Accident problems in the home, in the school, at work, and on the highways are discussed with the purpose of being able to influence those who teach by preparing them in the various areas of safety. Groups specialized in a variety of safety areas, such as National Safety Council, American Red Cross, Bureau of Mines, and Kentucky State Police will be utilized.

HLTH 595. Independent Study (3)
Independent study in the field of health. May include practical field experiences.

HLTH 599. Master's Thesis (6)

History

HIST 471G. The Middle Period (1821-1850) (3)
A detailed examination of Jackson, politics, and the culture of the period. The course emphasizes the Age as one of chaos, and considers conflicting interpretations of the period.

HIST 446G. History of Russia (3)
Russia history since 1689.

HIST 470G. Twentieth Century America (3)
Selected topics on the Nation's history since 1900.

HIST 475G. Special Topics in History (3)
Designed for teachers in special areas of interest.

HIST 521. History and Culture of Appalachia (3)
This course focuses primarily on the impact of industrialization and modernization in Southern Appalachia since the Civil War. It emphasizes the great diversity of historical and cultural experience within the Region.

HIST 531. The American Revolutionary Era (3)
The background of the revolution. The Continental Congress and the Confederation at work; internal problems and strife; military and naval events; foreign relations; the road to final independence and peace. Offered in even numbered years only.

HIST 551. Civil War and Reconstruction (3)
A study of the Civil War and Reconstruction period in American history.

HIST 561. Directed readings and class discussion on topics in world history since 1789.

HIST 595. Independent Study

HIST 599. Master's Thesis

Mathematics

MATH 531. Topics in Modern Math for Elementary Teachers (3)
A study from a historical and theoretical viewpoint of topics in mathematics taught in elementary grades. Number systems, number theory, real numbers, logic, geometry, probability and statistics. Credit not granted to students who have completed both MATH 203 and 204. Offered in Summer only.

MATH 532. Modem Math Laboratory (3)
An active involvement in laboratory/hands-on experiences with multibase blocks, Cuisenaire rods, fraction squares and bars, geoboards, Power Solids, etc. All topics are taught using concrete material to develop concepts. Topics: probability, space and dimensionality, measurement, structure, procedures, change, number and technology. *Prerequisites: MATH 531 or MATH 203 and 204 are recommended.*

Music

MUSC 520. Special Topics in Music History and Literature (3)
Intensive study and research pertaining to a selected composer, genre, or historical period.

MUSC 570. History and Literature of the Wind Band (3)
A survey of the history and development of wind band instrumentation and literature from the 18th century to the present.

MUSC 572. Advanced Choral Conducting (3)
Advanced study and drill in the areas of conducting and rehearsal techniques, voice-building for choirs, score study, and performance practice.

MUSC 573. Survey of Choral Literature (3)
A study of works representing the major genres of choral music from the Renaissance to the present.

MUSC 574. Advanced Instrumental Conducting (3)
A practical study of instrumental conducting techniques, with emphasis on physical technique, score study, rehearsal procedure, and stylistic interpretation. *Prerequisite: Undergraduate instrumental conducting or permission of the instructor.*

MUSC 575. Computer Application in Music (CAIM) (3)
A survey of equipment and software available for computer assisted instruction in the public schools. Includes programming techniques for creating locally focused instructional modules.

MUSC 595. Independent Study (3)

MUSC 599 Master's Thesis (6)

Physical Education

PHED 425G. Psychological Foundations of Sport and Human Performance (3)
A combination undergraduate/graduate level course exploring the field of Applied Sport Psychology. The objective of the course is to enable students to comprehend and apply available information in order to enhance their effectiveness as coaches and teachers.

PHED 501. Health, Nutrition, and Physical Education (3)
A comprehensive course involving issues, concerns, and program design in health, nutrition, and physical education at the elementary school level.

PHED 503 Curriculum Design in Physical Education (3)
A comprehensive course intended to equip the Student with the necessary information to design a curriculum plan in Physical Education at any level. Past, present and future trends will be analyzed along with various influences that impact the field. Creative methods of instruction will be emphasized as well as interdisciplinary considerations.

PHED 525. Motor Learning in Physical Education (3)
An in-depth study of motor learning theories, principles, and application in physical education programs.

PHED 550. Seminar in Physical Education
An advanced course of selected topics of interest in the field of Physical Education.
PHED 595. Independent Study
PHED 599. Master's Thesis

Physics

PHYS 401G. Principles of Modern Physics (3)
Elementary concepts of quantum mechanics. Selected topics in atomic and nuclear physics. *Prerequisites: Two semesters of calculus.*
PHYS 411G. Classical Mechanics (3)
For secondary teachers of physics. Motion of a particle; systems of particles and rigid bodies; moving coordinate systems; Lagrange's equations; small oscillations. *Prerequisite: Three semesters of calculus.*
PHYS 600. Research Investigations (3)
An introduction to research in which the student must demonstrate an ability to use the scientific method by conducting an original scientific investigation. A typewritten report will be required. An examination may or may not be given depending on the nature of the problem selected. *Prerequisite: Permission of instructor and approval of the Division Chair and Dean of Education.*

Psychology

PSYH 402G. Counseling Theories and Techniques (3)
Basic theories, types, and techniques of counseling. Practice in individual and group techniques of interviewing.
PSYH 410G. Psychology of Addiction (3)
Major emphasis on factors determining the development of addictions, including physiological, emotional, cognitive, and behavioral dimensions of the addictive process. Also emphasizes intervention and treatment strategies for the various types of chemical dependency and substance abuse.
PSYH 460G. Theories of Personality (3)
Nature of penalty structure and dynamics. Classical psychoanalysis, social psychological, and stimulus-response theories included.
PSYH 461G. History and Systems of Psychology (3)
Origins of psychological thought within science and philosophy, tracing the development of systems and theories with German, British and American psychology.
PSYH 470G. Theories of Learning (3)
Basic fundamentals of learning theory as formulated by such theorists as Thorndike, Pavlov, Guthrie, Skinner, and Hull. Attention is given to the empirical support of various theories plus recent developments in cognitive psychology.
PSYH 595. Independent Study (3)
PSYH 599. Master's Thesis (6)
PSYH 600. Advanced Human Development (3)
Psychological development from birth to maturity. Emphasis upon the principal concepts and problems in the development of the individual. Exceptionality and multicultural differences are considered.
PSYH 610 Literacy and Language Development (3)
For persons working toward an endorsement in reading and writing, psychology majors, special educators, and other individuals interested in the neuropsychological processes involved in the acquisition and development of language skills. Emphasis will be placed on research that illuminates the way people learn to read, the interrelationship of motivation, and attention, and the origins of disability.
PSYH 640. Group Processes (3)
A study of theory and practice in group dynamics. The process and implications of group process, group counseling, and the human potentiality are explored.

PSYH 650. Advanced Educational Psychology (3)
The study of advanced psychological concepts and principles as applied to classroom management and student learning. Major emphasis is given to the translation of theoretical foundations of psychological knowledge to practical classroom applications. Behavioral, cognitive, and humanistic perspectives are explored in relation to teacher-student relationships.

Sociology

SOCI 421G. Rural and Urban Sociology (3)
Comparative and interrelated study of urban and rural life considering the physical, institutional, social and economic factors of modern life in cities and in the countryside.

SOCI 433G. Social Change (3)
Introduces students to the problems of development and change. Examples will be drawn from Third World models of development, nationalism, imperialism, environmentalism, and human rights. The course is interdisciplinary, with emphasis on historical, economic, environmental and sociological aspects.

SOCI 460G. Sociological Theory (3)
The major theories which have proved useful in investigating the nature of society are examined as cultural products, ideologies, and scientific models. Special attention is given to major figures such as Comte, Durkheim, Weber, Merton, C. Wright Mills, White, and Sorokin in the emergency and convergence of their theoretical development. Lecture and discussion in a seminar setting.

SOCI 464G. Sociology of Deviance and Criminology (3)
This course will develop an understanding of the social definitions and implications of deviance. Various types of deviant behavior and relevant theories of society will be addressed.

SOCI 511. Educational Sociology (3)
An analysis of schooling and education in a social, historic, and economic perspective. Special attention is given to the socialization of the child within and outside the school in light of the dominant culture forces in Western society.

SOCI 595. Independent Study

SOCI 599. Master's Thesis

Special Education

SPED 401G. Early Childhood Education for Exceptional Learners (3)
This course is designed to provide a general overview of current models of education for disabled infants and preschoolers in self-contained, mainstreamed or home setting.

SPED 403G. Career Education for Exceptional Learners (3)
This course provides students with methods and materials for infusing career education for the mildly disabled (K-12).

SPED 405G. Programs and Services for Exceptional Learners (3)
This course is designed to help students review various types of services and program delivery systems available to exceptional students. Current legal requirements and ethical considerations involved with specific decisions of placement and programs are explored.

SPED 501. Survey of Exceptional Learners (3)
This survey course is designed to acquaint students with all types of exceptional children including the physically and mentally disabled, socially and emotionally disturbed, and the gifted and talented as well as methods of adapting education to meet the needs of these children.

SPED 503. Behavior Management for Exceptional Learners (3)
This course will help students study and apply theories and procedures currently utilized in the field of special education for the educational management of students with emotional/behavioral disabilities. *Prerequisite: SPED 501.*

SPED 505. Characteristics and Educational Programming of Exceptional Learners (3)
This course is an in-depth, cross-categorical study of exceptional learners. It will include identification of specific characteristics and the development of curricula for each disability with emphasis on children/youth with learning, emotional, or behavioral disabilities.

SPED 511. Assessment Procedures for Exceptional Learners (3)
This course will help students learn and apply assessment procedures for children with learning disorders in academic and social behavior areas. Emphasis will be placed on the use of various informal and formal assessment methods. *Prerequisites: SPED 501 and SPED 503.*

SPED 513. Diagnosis and Prescriptive Teaching (3)
This course is designed to help students study educational procedures designed to develop skills in diagnosing and prescribing educational strategies for children with learning and behavioral problems. *Prerequisites: SPED 511.*

SPED 515. Instructional Procedures for LBD Learners (3)
This course will present an overview of instructional strategies and teaching methods in addition to providing experiences in planning and implementing individualized programs for children who exhibit learning and behavioral problems.

SPED 516. Applied Practice in Special Education (3)
This course, in conjunction with SPED 517, is designed to provide students with a practical application of instructional strategies and theoretical constructs pertaining to exceptional learners. Requirements will include a portfolio reflecting the implementation of accumulated knowledge from the student's plan of study and a comprehensive research project relevant to special education.

SPED 517. Practicum in Special Education (3)
This course is devoted to field experiences in which students will develop skills in providing resources help to exceptional learners in resource rooms or integrated classrooms. *Prerequisites: SPED 501,503,511, and 513.*

SPED 521. Advanced Practicum (6)
Practical experiences in working directly with exceptional children, special education teachers and supportive personnel in school and service centers under the supervision of an experienced special education teacher. Application for this course is to be made a semester in advance. This course is to be taken during the last six hours of the program. This course is required for all candidates for LBD certification but do not have three years full time teaching experience with LBD students.

SPED 595. Independent Study (3)

SPED 599. Master's Thesis (6)

Board of Trustees

OFFICERS

Thomas C. Clark, M.B.A.
Chairman
Carl A. Pecko, Jr., M.B.A.
Vice Chairman
Gertrude M. McGuire, Ed.D.
Secretary
Jerry W. Carey, B.S.
Chairman Emeritus
Erland P. Stevens, Jr., LL.D.
Chairman Emeritus
Randall A. Stivers, B.S.
Chairman Emeritus

EX OFFICIO MEMBERS

Bishop James R King, D.D.
Louisville, KY
David C. Joyce, Ed.D.
Barbourville, KY
Roy Parahoo, M.B.A.
Barbourville, KY

TRUSTEE EMERITI

W. Arvil Allen, D.Min.
Louisville, KY
John C. Brinson, D.D.
Louisville, KY
Billy Joe Cox, D.D.
Louisville, KY
R. Walton Gardner, D.D.
Lexington, KY
Raymond W. Gibson, Jr., D.Min.
Lexington, KY
James E. Parker, Jr., M.D.
Louisville, KY
Homer C. Rice, Ph.D.
Atlanta, GA
Randall A. Stivers, B.S.
Corbin, KY
Harold W. Tatman, Jr., D.D.
Louisville, KY
Ralph G. Wesley, D.D.
Somerset, KY
Cecil H. Wilson, LL.D.
Barbourville, KY

AT-LARGE MEMBERS

William H. Ball, Jr., A.B.
Browns Summit, NC
Nancy E. Blair, J.D.
Stamford, CT
James H. Burnaw, A.B.
Roswell, GA
Jerry W. Carey, B.S.
Barbourville, KY
Thomas C. Clark, M.B.A.
New York, NY
S. Ray Colclough, B.A.
Walland, TN
Roger D. Collins, B.D.
Lexington, KY
Albert D. Graham, Jr., Ph.D.
Carneys Point, NJ
David A. Jones, B.S.
Atlanta, GA
Jeanette B. Ladenburger, M.S.
Corbin, KY
Dwight O. Miller, Ph.D.
Blountville, TN
Maxine Stanley Murdoch, Ph.D.
Ardmore, PA
Rick H. Pack, Sr., M.D.
Louisville, KY
Kenneth L. Ramsey, B.S.
Nicholasville, KY
Annette Reed, B.S.
Smyrna, GA
T. Stephen Rhodes, B.S.
Corbin, KY
James D. Rickard, B.B.A.
Lousiville, KY
Birg E. Sergent, J.D.
Pennington Gap, VA
Leonard F. Shetler, Jr., B.S.
Copley, OH
William R. Strong, B.S.
Hazard, KY
Peggy Wallace, M.S.
Barbourville, KY

ALUMNI MEMBERS

Gerald Halter, M.A.
Barbourville, KY
Donald Lane, M.S.
Lexington, GA

KENTUCKY CONFERENCE

Gwendolyn C. Collins, B.S.
Lexington, KY
Donald W. Durham, D.D.
Lexington, KY
W. Patrick Hauser, J.D.
Barbourville, KY
Paul E. Isaacs, J.D.
Frankfort, KY
Gertrude M. McGuire, Ed.D.
Cynthiana, KY
R. Edward Parsons, B.A.
Harlan, KY
Carl A. Pecko, Jr., M.B.A.
Covington, KY
Roy L. Pulliam, Jr.
Hazard, KY
Robert C. Rice, D.D.
Madisonville, KY
Erland P. Stevens, Jr., LL.D.
Ashland, KY
E. Ray Throckmorton, D.D.
Versailles, KY
Benny J. Wilson, D.M.D.
Barbourville, KY

FACULTY TRUSTEE

Daniel Covington, Ph.D
Barbourville, KY

STUDENT ASSOCIATE TRUSTEES

Donald J. Washington
Springfield, TN
Rafael Forti
Campinas, Brazil

Graduate Studies Personnel

Executive Leadership Team

David C. Joyce, *President of the College (1996)*
B.A., Pfeiffer College; M.Div., Yale University; M.S., North Carolina State University; Ed.D., Vanderbilt University

Jodie K. Barnes, *Vice President for Advancement (1997)*
B.A., The Ohio State University

Lisa Jordan-Payne, *Vice President for Student Life, Director of Bonner Scholars Program (1991)*
B.A., M.A., Union College

Thomas J. McFarland, *Interim Vice President for Academic Affairs, Interim Dean of the Faculty (1985)*
B.A, Union College; M.M., University of Akron; Ph.D., Kent State University

David Nelson, *Athletic Director (2000)*
B.A., Covenant College; M.A., San Diego State University

Joretta Nelson, *Vice President for Enrollment Management (2000)*
B.A., University of California Los Angeles

Roy Parahoo, *Vice President for Business Affairs (2001)*
B.S., Union College; M.B.A., Eastern Kentucky University

Janet Tarry, *Vice President for Research and Technology (1979)*
B.A., University of Louisville; M.A., Murray State University

Office of Educational Studies

Robert Swanson, *Interim Dean of Education (1980)*
B.S., Purdue University; M.S., Indiana University Northwest; Ed.D., Indiana University

Zelma Collins, *Secretary (2001)*

Suzette Henshaw, *Secretary (2001)*

Registrar

Kathy Webb, *Registrar (1998)*
B.A., Eastern Kentucky University; M.A., Union College

Daphine Keith, *Assistant Registrar (1981)*
B.S., M.A., Union College

Heather Jordan, *Secretary (2002)*

Graduate Council Members

Robert W. Swanson, Ed.D.
Interim Dean of Education

Kathy Webb, M.A.
Registrar

William E. Bernhardt, D.Ed.
Professor of Graduate Education

Joni L. Caldwell, Ph.D.
Professor of Psychology

James R. Garrett, Jr., Ph.D.
Professor of English/Communications

William F. Henshaw, Ph.D.
Associate Professor of Physics

Ella Kay Hensley, Ph.D.
Professor of Economics

Larry Inkster, Ed.D.
Professor of Health and Physical Education

Thomas J. McFarland, Ph.D.
Professor of Music

Donald R. Mussleman, Ed.D.
Associate Professor of Graduate Education

Dennis R. Rader, Ed.D.
Associate Professor of Education

John C. Taylor, Ph.D.
Professor of History

Steven Turner, Ed.D.
Associate Professor of Education

Glen A. Tilley, Ed.D.
Adjunct Professor of Education

Graduate Faculty

William E. Bernhardt, *Professor of Graduate Education (1987)*
B.A., M.A., Glassboro State College; D.Ed., The Pennsylvania State University

Joni L. Caldwell, *Professor of Psychology; Coordinator of the Counseling Program (1990)*
B.A., Constantin College of Liberal Arts; M.A., Ph.D., Braniff Graduate School, University of Dallas

Robert E. Chandler, Jr., *Professor of Biology (1989)*
A.B., Ripon College; Ph.D., Johns Hopkins University

Stephen C. Everly, *Associate Professor of Chemistry (1995)*
B.S., United States Naval Academy; Ph.D., University of Idaho

James R. Garrett, Jr., *Professor of English/Communications (1989)*
B.S., University of Alabama; B.S., M.A., University of Montevallo; Ph.D., Auburn University

Feng S. Din, *Associate Professor of Special Education (1994)*
B.A., Nanjing Normal University; M.Ed., East Tennessee State University; Ed.D., University of Louisville

Hugo A. Freund, *Associate Professor of Social and Bebavioral Sciences (2001)*
B.A., Skidmore College; PH.D., University of Pennsylvania

William F. Henshaw, *Associate Professor of Physics (1993)*
B.S., West Virginia Institute of Technology; M.S., Purdue University; Ph.D., University of Virginia

Ella Kay Hensley, *Professor of Economics (1984)*
B.A., M.A., M.A.M.R.D., Ph.D., University of Florida

Larry Inkster, *Professor of Health and Physical Education (1973)*
B.S., M.A., Union College; M.S., Eastern Kentucky University; Ed.D., University of Kentucky

Thomas J. McFarland, *Professor of Music; Chair, Department of Music and Fine Arts (1985)*
B.M., Union College; M.M., University of Akron; Ph.D., Kent State University

Donald R. Mussleman, *Associate Professor of Graduate Education (2000)*
A.A., Monterey Peninsula College; B.S., East Tennessee State University; M.Ed., Ed.D, Virginia Tech.

Dennis R. Rader, *Associate Professor of Education (1999)*
B.A., Oberlin College; Ed.D., University of Massachusetts

James C. Raymondo, *Professor of Sociology (1988)*
B.A., M.A., Ph.D., University of Tennessee

C. Ronald Rosenstiel, *Professor of Sociology (1984)*
B.A., M.S., M.A., Ph.D., University of Kentucky

Robert W. Swanson, *Professor of Graduate Education (1980)*
B.S., Purdue University; M.S., Indiana University Northwest; Ed.D., Indiana University

John C. Taylor, *Professor of History (1980)*
B.A., Juniata College; J.D., Duke University; M.A., Ph.D., Pennsylvania State University

Steven Turner, *Associate Professor of Education (1998)*
B.S., M.S., Ed.D., Oklahoma University

Andelys Wood, *Professor of English/Communications (1977)*
A.B., Middlebury College; Ph.D., Indiana University

Graduate Faculty Emeriti

Erwin S. Bradley, *Professor Emeritus of History and Political Science*
B.S., Juniata College; M.A., University of Michigan; Ph.D., Pennsylvania State University

Arthur H. Hafner, *Professor Emeritus of Education*
A.A., Green Mountain College; Ph.B., Muhlenberg College; M.A., Lehigh University; Ed.D., Teachers College, Columbia University

W. Gordon Marigold, *Professor Emeritus of Languages*
B.A., University of Toronto; M.A., Ohio State University; Ph.D., University of Toronto

Deril K. Mays, *Professor Emeritus of Psychology*
B.S., Union College; M.A., University of Kentucky; Ed.D., University of Tennessee

Catalog Disclaimer Statement

While this catalog was prepared on the basis of the best information available at the time of publication, all information – including statements of fees, course offerings, admission and graduation requirements – is subject to change without notice or obligation.

Full-time students continuously enrolled at Union College ordinarily may expect to graduate under the requirements stipulated in the catalog under which they entered. Students failing to enroll for a period longer than two years will fall under the catalog in effect when they return to full-time status. Students may appeal to the Vice President for Academic Affairs for exceptions to this policy.

Failure to read this bulletin does not excuse the student from the requirements and regulations described herein.

UNION COLLEGE

UNION COLLEGE

2003-04
Undergraduate Catalog

Union College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor and Master level degrees, by the Kentucky State Department of Education, and is approved by the University Senate of the United Methodist Church. Union's Department of Business has been accredited for all of its degree programs by the International Assembly for Collegiate Business Education.

It is the policy of Union College not to discriminate on the basis of sex, race, color, disability, age, or national or ethnic origin in the admission of students, in its administration of educational or national programs, scholarships, loan programs, or other school-administered programs, or in athletic participation. Inquiries should be directed to the Business Services office.

Table of Contents

The Union College Vision, Mission, Core Values 2

Goals for General Education 5

The Academic Program 7

The Curriculum 20

Department of Business 27

Department of Educational Studies 35

Department of English, Communication, and Languages 50

Department of History, Religious Studies, Fine & Performing Arts 55

Department of Natural Sciences 63

Department of Social and Behavioral Sciences 70

Department of Wellness, Human Performance and Recreation (HMPF) 79

The Campus Community 88

Admission Information 90

Financial Information 94

Financial Assistance 98

2003-2004 Academic Calendar 111

The Faculty 116

Administration and Staff 118

Board of Trustees 121

Index 122

The Union College Vision

Union College identifies four components of a learning community necessary to effect personal, intellectual, and social, transformation – knowledge, wisdom, service, and spiritual growth. As a private, academically rigorous, liberal arts college of the United Methodist Church, we believe that spiritual growth is not only essential, it is also integrally related to the other components of the transformation process. Based on the Wesleyan vision that education is a union of "knowledge and vital piety," the College provides students an academic program and co-curricular activities that nurture a strong and active faith and lead them to see how a historically grounded religion is viable in contemporary cultures both at home and around the world. The College sees a special connection between service and spiritual growth; redemption is a social as well as an inner, personal experience. While these Wesleyan emphases define the tradition in which the College stands, the College also recognizes that Christian and other religious traditions see the same or similar connections between intellectual development and spiritual growth. Union College thus seeks to cultivate a learning community in which students, faculty, and staff explore together the intellectual and social dimensions of Christian faith.

The College is selective, student centered, values driven and is successful because of its location. The College is located in Barbourville, Kentucky, near the center of the Southern Highlands of Appalachia and is readily accessible to a variety of the Region's provinces with their great diversity of landscapes and historical experiences. The Region is visually appealing and has abundant opportunities for wilderness learning. The problems of the mountains, though sometimes grim and tragic historically, are also fascinating and relevant to many questions of modern life and provide the opportunity to investigate and understand universal applications through study and service.

The Union College Mission

Union College is a learning community dedicated to creating personal, intellectual and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth.

The College challenges the mind, heart, and spirit by embodying and promoting the love of learning, integrity of character, the spiritual quest, and civic responsibility as embraced by the non-sectarian traditions of the United Methodist Church. The traits of character required for individuals to be successful at worthwhile endeavors are encouraged, nurtured, coached, and modeled at Union College. Union College Core Values are created from the traits of judgment, character, moderation, justice, faith, hope, love, and civic responsibility. Operating principles founded on the core values model and guide the College, its students, faculty, and staff in day-to-day activities, learning, and work.

Union College helps students make learning connections. Students are provided opportunities to master key competencies and given opportunities for practical applications through an academically rigorous liberal arts curriculum. The learning environment of Union College is supported by a well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Diversity of perspectives and the application of knowledge are valued equally with disciplinary expertise and theoretical knowledge. The Core Curriculum reflects this vision and understanding of learning. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions are nurtured through a variety of on- and off-campus learning experiences. Integrated learning opportunities, technology, internships, service-learning, and interdisciplinary seminars are means used to shift the emphasis from just providing instruction to significantly improving student learning.

At Union College, technology is mission driven, outcomes oriented, and consistent with the core values of the College. The College library, academic computing, administrative computing, and

etwork are a single operating unit which ocuses on different modes of learning and reating a learning community. Union College ctively uses technology to improve teaching nd learning and provides convenient access to nformation resources. The College nurtures an nformed and self-sufficient user community hrough training and instruction.

Union College is a clean, safe, aesthetically pleasing and environmentally responsible campus which promotes social and communal nteraction and supports the educational process. The purpose, vision, needs assessment, nd evaluation of existing facilities and campus spaces are addressed in the College's facilities master plan. Based on an optimal enrollment of 800 full-time undergraduate students and a total of 1,000 full-time equivalent students, the College is a residential student-centered campus that fosters community and intimacy. Student, academic, and administrative spaces are modern, embrace technology, meet accessibility requirements and include as much flexibility, adaptability, and expandability as possible to accommodate the rapid rate of change in higher education. Campus landscaping and special campus areas help create a learning community. Immediate and future building sites have been identified and the architectural integrity of the campus will be maintained.

An active student life program takes advantage of the area's unique natural resources; promotes social, physical, and intellectual development; encourages personal responsibility; and represents the needs and voices of students on the campus. Students are provided numerous opportunities to participate in campus and off-campus activities which focus on academic and religious issues, wilderness experiences, service learning, governance, as well as literary, music, and professional clubs and organizations. Leadership development is nurtured throughout the College, and students are encouraged to learn and to exercise leadership in their daily lives through such opportunities and forums: the Board of Trustees as student associate trustees, Union College Community Government, residence hall councils, in the classroom, and in the athletic program of the College on and off the fields and floors of competition. The athletic program supports the mission and core values of Union

Core Values

Preamble

Union College challenges the mind, heart, and spirit by promoting the love of learning, integrity of character, the spiritual quest, the need for civility in all transactions, and the importance of civic responsibility.

Life-Long Learning

We embrace the love of learning and support each other's desire for life-long learning. We foster collaborative, connected, and active learning.

Spiritual Quest

We espouse the spiritual quest. We challenge each other to discover, intellectually articulate and claim a life-affirming spiritual faith and/or philosophy of life.

Civic Responsibility

We advance civic responsibility. We promote leadership and service as a means of achieving civic responsibility. We strive to become servant-leaders.

People

We advocate civility in all communications. We promote integrity of character by actively listening to each other, openly sharing information that may prove helpful to the situation, doing what is right, and being honest. We accept personal responsibility for our actions. We hold each other and ourselves accountable.

Celebrate Successes

We celebrate our people and their successes. We show respect for each other and the things that make our individual roles and contributions unique. We value opportunities and willingness to "get outside yourself."

College by creating an atmosphere where participants are viewed and treated as students first and athletes second. Student behavior is guided by the College's core values and operating principles, which promote personal responsibility and accountability.

Union College encourages the development of mutually-respectful and beneficial relationships with local, regional and broader communities through the sharing of cultural and recreational resources, educational opportunities, and economic development opportunities. Community relations efforts produce a strong and positive environment between the College and local and broader communities.

Union College is a financially sound college capable of funding the growth and development of programs, facilities, and scholarships. The College uses a financial planning model which defines the operational premises guiding the financial planning; identifies benchmarks to measure programmatic and financial strategies; and identifies financial ratios and normative data to measure the College's financial health. The College has a comprehensive advancement strategy designed to obtain the needed external financial resources in the form of endowment, gifts, and grants required to meet or exceed the College's needs.

The College's employees are its greatest resource. Individuals are respected and recognized for their contributions, provided fair and consistent treatment, and offered opportunities for personal and professional development. The College attracts gifted and talented persons to the community, provides a climate of support and encouragement, recognizes accomplishments, provides incentives for continued improvement, and holds them accountable for their work and contributions. A formal plan for setting and maintaining salary equity, keyed to benchmark institutions, is in place and is functioning.

Union College has an open, responsive, collegial, and efficient organizational structure that provides the means to achieve the institution's vision and fulfill its purpose. The committee structure and the composition of the Board of Trustees is responsive to the needs and vision of the College. An effective and efficient management organizational structure has clearly defined lines of responsibility and authority. The management organizational structure is responsive and communicates well. The standing committee structure and its composition facilitates the governance needs of the College.

Union College graduates are principled and productive citizens capable of creative thinking and problem solving. They are able to communicate effectively and are life-long learners who see being educated as a quality of mind, not simply an accumulation of facts and professional skills. They have developed habits of thought that value logic, open-mindedness, awareness of historic change and achievements, and sensitivity to cultural diversity. Union College graduates are prepared to assess new situations, to handle career changes, to deal with adversity, and to recognize and seize opportunities. They have been provided the opportunity for an education of high academic quality in a nurturing and challenging environment which both embodies and inculcates a tradition of intellectual, moral, spiritual, and civic virtue which effectively prepares them to be citizens of the world in the 21st century.

Goals for General Education

Communications Skills

A primary goal of Union College's academic program is to help students develop and improve their communications skills. This includes both expression (the ability to convey information and ideas to others) and comprehension (the ability to receive and understand information and ideas conveyed by others). An acceptable level of expression includes the ability to write and speak in a clear and cogent fashion, while comprehension requires the ability to read college level material, listen to lectures and retain and understand the content of the material presented. Therefore, a Union student should, by graduation, be able to:

1. write a clear and cogent essay based on his or her own ideas, which obeys the basic rules of grammar, spelling, and punctuation;
2. prepare and deliver a logical and organized oral presentation;
3. read and integrate information into previously acquired knowledge; and
4. listen to a lecture or presentation and recall and understand the major points.

Ethics and Values

As an institution related to the United Methodist Church and one fostering Christian values, Union College does attempt to develop ethical standards as an important part of any student's education. Students should learn to think about and discuss values and ethics and become aware of the major religious and ethical perspectives of humankind. The College encourages an awareness of the Christian faith and believes that students should develop a tolerance toward the viewpoints of others. Upon graduation, the Union student should be:

1. familiar with today's major religious and ethical ideals, and how they developed;
2. tolerant toward and respectful of these different views and ideals; and
3. able to think about and articulate problems and issues related to ethics and values.

General Knowledge

No education is complete without the acquisition of a solid base of general knowledge. Without such knowledge, the student will not be capable of developing his or her thinking and reasoning abilities. With this knowledge, students will have a storehouse of information that will help them more effectively exchange ideas, thoughts, and feelings with others. The constant expansion of and change in the corpus of information means that it would be futile to attempt to define precisely on a long-term basis what a student should know. Nevertheless, there are certain areas with which the student should be familiar, at least in general terms. By graduation, the Union student should have:

1. an ongoing interest in and appreciation for music, literature, and the arts, and the traditions on which these fields are founded;
2. an informed acquaintance with the natural and social sciences and technology, and a general awareness of their continuing impact and development through the ages; and
3. acquired reasonable mathematical and quantitative skills.

Critical Thinking and Problem Solving

The ability to think critically and to analyze and solve problems is an absolutely essential skill. In an increasingly complex world characterized by a constantly expanding flow of information, it becomes more and more necessary for educated persons in every field to be able to arrive at responsible and considered decisions. A college graduate who lacks these abilities is unlikely to succeed in any area of endeavor. Thinking and analysis develop over many years and cannot becom fully developed during an undergraduate career. Union desires that its students make progress in this direction, however, by developing or improving upon their ability to:

1. understand abstract ideas;
2. analyze problems that involve complex sets of facts and relationships; and
3. think and reason in a critical, logical, and objective fashion.

Context

Understanding the modern world depends upon an adequate comprehension of the forces that continue to shape societies. There are many different interpretations of and explanations for the current world situation, and students are free—and encouraged—to develop their own opinions. During the college years, students have the opportunity to learn about the context of modern civilization—its antecedents and structure. By the completion of their undergraduate program, students should have:

1. increased their understanding of how the modern world works, including its peoples' increasing interdependence;
2. acquired a basic knowledge and appreciation of other cultures; and
3. developed an interest in, and comprehension of, current events and their history.

Learning Skills and Personal Development

The development of learning skills and personal development are important goals of all programs at Union College. In addition, courses are offered which are specifically designed to develop learning skills where these are lacking, helping students "learn how to learn." Students are also expected to become familiar with ways in which the library supports and complements a liberal arts education and how libraries can serve them throughout their lives. All students are offered the opportunity to use computers to assist their educational experience and to learn how the computer can be useful to them personally.

Commitment to the goal of personal development is evidenced at Union College by the requirement that all students extensively experience the liberal arts. Of special importance is Union's mission to serve the Appalachian people by making a liberal arts education available to the community. Students graduating from such a program will have developed a degree of confidence in their ability and will be prepared to go on in life with the expectation of success in a chosen endeavor. Appalachian students will also develop an increased appreciation of their own culture, place, and importance in the world.

The Academic Program

Thomas McFarland, Vice President for Academic Affairs
Kathleen Crossen, Administrative Assistant for Academic Affairs

Academic Calendar

Union College operates on an early semester system. The Fall semester begins in late August and ends before Christmas. The Spring semester runs from January to early May. The College has a three-week May interim session as well as two five-week summer terms.

Confirmation

All students are **required** to confirm their registration at the beginning of the Fall and Spring semesters. During confirmation, students are given an up-to-date class schedule, meal ticket, identification card, parking sticker, email address, campus mail box location, book charges, etc. Several days are made available at the beginning of the Fall and Spring terms to confirm registration. If a student does not confirm during this time, he/she must report to Academic Affairs to confirm. If a student fails to confirm their registration within the specified time frame they will be withdrawn from the college.

Freshman Seminar

Union College requires all full-time incoming freshmen and transfer students with less than 12 credit hours to take the Freshman Seminar course. Classes for this one-hour course meet twice per week. The goal of this course is to maximize the student's potential to achieve academic success and to adjust responsibly to the individual and interpersonal challenges presented by collegiate life. Each course will cover a variety of topics considered essential to meeting this goal.

Disability Accommodations

The Office of Special Programs provides reasonable accommodations to students with documented disabilities. It is the student's responsibility to notify the Coordinator of Academic Support in the Special Programs Office, Centennial Hall Room 105, and to provide documentation of the disability. Union College recommends and encourages students to provide documentation either prior to or as early as possible in the semester. This will enable the Coordinator to confer with the student as soon as possible to discuss the options available to provide reasonable accommodation of the disability.

Course Load

The normal undergraduate student load is sixteen semester hours per semester. Students who have an average academic standing may register for a maximum of eighteen semester hours credit per semester. Students who attain a "B" average are permitted to earn up to twenty-one semester hours per semester. Any exceptions must be approved by the Vice President for Academic Affairs.

The maximum load in the May interim is three semester hours. The maximum load in each summer term is seven semester hours.

Class Attendance

1. Class attendance is required. Students are responsible for all work from the first day of class and are expected to attend all meetings of all classes for which they are registered.
2. All faculty members are expected to keep accurate records of class attendance.
3. Class absences due to circumstances beyond the control of the students will be excused by the instructor involved if the request is made within one week of return to campus. Class work or tests in these classes must be made up.
4. Class work and tests missed by the student while participating in an activity sponsored by Union College may be made up only when the faculty sponsor of such an activity signs the official absence list of students.

Withdrawal from Courses / the College

Withdrawal does not happen automatically when a student stops attending a class. Official withdrawals are made only on forms provided by the Registrar's office. It is the student's responsibility to complete this form, obtain the signatures needed, and return it to the Registrar's office. Failure on the part of a student to complete the withdrawal procedure will result in a grade of "F" for the term.

Note: The last day to withdraw from the college or from all courses for a given semester is also the last day to withdraw from a course with a grade of "W." The date for such withdrawals varies from year to year, but is noted in the Academic Calendar at the back of this catalog.

Course Numbering System

Courses numbered 100 or 200 are intended primarily for lower division students, while 300- and 400-level courses are generally reserved for upperclassmen. Freshmen or sophomores wanting to enter 300- or 400-level courses should confer with the department chair involved for permission to enroll. 400G, 500- and 600-level courses are restricted to graduate students.
Courses with hyphenated numbers (101-102) are used when the first semester is a prerequisite to the second.

Reserved Course Numbers

Some special numbers are reserved for specific types of courses or studies. They may be used in any department although they are not shown in the following pages under the specific listings.

001-099	Non-credit special interest courses
181, 281, 381, 481, 581	"Special Topics" courses — classes developed on a one-time or experimental basis, or a special innovative class
282, 482, 582	Special workshops, credit or non-credit
183, 283, 483, 583	Television courses through Kentucky Education Television Network
184, 284, 384, 484	May interim courses not listed under a regular catalog number
285, 485	Experiential Education - study abroad, internships, cooperative work, experience and vocational work experience
287, 487	Field Practicum in specialized areas
495, 595	Independent Study - individual research on approved topics not found in traditional courses. May be repeated on different topics.

Special Notations

Each course description indicates the semester the course will be offered —(F) for Fall Semester, (S) for Spring Semester and (Sum) for Summer Session.

Many regular year courses are offered in summer sessions but are not guaranteed offerings.

Courses indicated as being offered in "Even Years Only" are offered on an alternate year basis in academic years *beginning* with even numbers, such as 2000-01. "Odd Years Only" courses are

offered on an alternate year basis in academic years *beginning* with odd numbers, such as 1999-2000.

Students should consult regularly with their advisors to ensure proper progress toward their degree. In the junior year, a curriculum plan is completed by the Registrar. This indicates the courses the student has already completed toward the degree major on file in the Registrar's office. **Each student is responsible for completing all requirements.**

The Grading System and Quality Points

Marks are reported in letters as follows:

A — Represents distinctly superior work, valued at four quality points for each semester hour
B — Represents above-average work, valued at three quality points for each semester hour
C — Represents average work, valued at two quality points for each semester hour
Cr — Indicates that a course has been passed satisfactorily
D — Represents inferior but passing work, valued at one quality point for each semester hour
F — Indicates failure with 0 credits and 0 quality points for each semester hour or failure to officially withdraw from a course
Beginning with the 1995-96 academic year, plus or minus may be added to the final grades and appear on the transcript; however, they will not affect the grade point average.
W — Indicates that a student withdrew during the first 12 weeks of the semester
I — Indicates that in the opinion of the instructor, the student has not been able to complete the required work of the course on time due to unavoidable circumstances.

This grade is issued solely at the discretion of the instructor. A grade of "I" submitted to the Registrar must be accompanied by a written statement from the course instructor which includes: 1) why the "I" was given; 2) the requirements that must be met by the student to remove the "I"; 3) the deadline the student has for meeting these requirements, and 4) the consequences to the student failing to meet these requirements by the deadline. The Registrar will send a copy of this statement to the student. An "I" received at the end of any semester must be removed before the end of the six-month period following the date on which the "I" was issued. Any extension to the six-month time limit must be made by agreement of the Instructor, Department Chair, Registrar and Vice President for Academic Affairs.

Quality Point Standing

The quality point standing of a student is determined by dividing the total quality points earned by the total number of semester hours registered minus the number of hours of Credit and Incomplete recorded.

Classification of Students	
Freshman	less than 32 semester hours
Sophomore	32 semester hours
Junior	64 semester hours
Senior	96 semester hours

Note: Failure or quality point deficiencies in any course work done in residence cannot be removed by transfer credit, correspondence work or independent study.

Credit/Fail Option

The purpose of the Credit/Fail option is to provide the opportunity for students to explore elective courses outside their area, major, or minor without engaging in competition with students specializing in those subjects and without jeopardizing their grade point average.

This option excludes all courses in the Liberal Education Core and any area, major or minor. It is available only to those students with at least sophomore classification and those maintaining a 2.0

grade point average. This option is also available to transfer students of sophomore classification and who have completed at least twelve hours of satisfactory work at Union College.

This option allows that no more than fifteen semester hours may be applied toward graduation with a Bachelor's degree, no more than two courses per academic year (July though June), and onl two courses in any single discipline.

A student must apply in the Registrar's office for the Credit/Fail option by the last date identified in the current academic calendar to withdraw from a course with a grade of "W." It is a matter betwee the Office of the Registrar and the student. The information is not available to instructors except wh the student communicates the same to the instructor. A grade of "D" or above will be recorded as C and an "F" will be recorded as such, but will not affect the grade point average.

Examinations and Reports of Marks

Examinations are held at the close of each semester. Tests are held at such times during each semester as the instructors may determine. Mid-semester and semester grades are reported by the instructors to the Registrar. **Mid-semester grades** are sent to the students' advisors as soon as possible, and students may obtain their grades from their advisors. Copies of **final semester grades** are mailed to the address designated by the student. Only final grades become a part of the student's permanent record.

Grade Appeal

Students are entitled to redress any grievances relative to grades. Students have one year in which to question any grade on their transcript. After that time the grade is permanent. Please refer to the student handbook or contact the Office of Academic Affairs.

Honor Students

Union College recognizes excellent scholarship in three ways: the Dean's List, the Presidential Laureates and graduation with honors.

The Dean's List is comprised of those students who have completed at least 15 hours of graded work with a 3.33 grade point average and no grades of "I" for the semester, and no grades of "C" or below for the semester. This list is published after the fall and spring semesters.

Presidential Laureates are those students who meet all requirements for the Dean's List and achieve at least a 3.75 grade point average for two successive semesters, with at least 15 hours of graded work, no grades of "I," and no grades of "C" or below in either semester. The list of students designated as Presidential Laureates is published after the fall and spring semester.

Academic Probation and Suspension

Students falling below the following grade point average and corresponding minimum semester hours will be placed on academic probation:

Freshmen	1.80
Sophomores (32 hours)	1.90
Juniors (64 hours)	2.00
Seniors (96 hours)	2.00

Probationary students are closely monitored by the Admission and Academic Standing Committee of the College. Students who are admitted, placed, or continued on academic probation may be restricted as to courses taken, credit hour limitations, required to repeat courses in which low grades have been earned, lose College financial aid, or be suspended from the College after an established period of time.

A student admitted to the College on academic probation may have either one or two semesters in which to meet the minimum academic standards. Failure to attain the required GPA at the end of any said semester may result in suspension from the College.

A student admitted to the College in good standing will receive notification of academic probation if the GPA is below the minimum required after the first semester. Notification of academic suspension may be sent to the student at the end of the second consecutive semester in which the cumulative GPA falls below the required minimum standard.

A student under academic suspension from Union College must sit out one semester before being considered for readmission. At the discretion of the Admission and Academic Standing Committee, a student may be suspended for one full academic year. The student must reapply through the Office of Admission in order to be readmitted to Union College. Readmitted students may be subject to restrictions as established by the Committee relative to number of hours allowed and the repeating of courses. Any student readmitted after suspension from Union will be readmitted on academic probation.

Academic Amnesty and Academic Failure

Academic amnesty may be granted for one term only. Students having received a GPA of less than 2.0 in a semester may apply in writing to the Registrar after having completed two consecutive full-time semesters or twenty-four hours of part-time work with a GPA of 2.0 or better. Twelve semester hours earned during the summer terms may be counted as one semester. Course titles and grades remain as previously recorded on the transcript and credit will be given for courses with grades of "C" or better. None of the grades in the semester for which academic amnesty is granted will be used in calculating the GPA. Transfer students bringing less than a 2.0 GPA or having received any form of academic amnesty at another institution do not qualify for any amnesty option at Union. Students who receive amnesty will not be eligible for academic honors based on cumulative GPA.

Academic Honesty

Union College expects a high standard of academic integrity. Academic dishonesty, such as plagiarism, unauthorized collaboration, or cheating, undermine the academic integrity of each student and of the institution by violating the spirit of a true learning community and, therefore, will not be tolerated. Examples of academic dishonesty may include:

1. Plagiarism - taking words, sentences, ideas, and so on, from another and presenting them as one's own. This includes any improperly documented sources, including electronic or on-line papers, presentations and the like.
2. Writing papers for other students
3. Cheating (using illegal notes, copying, etc.) on examinations
4. Unauthorized collaboration - unauthorized assistance with written or oral material.

Incidents of academic dishonesty will be dealt with by the individual professor in collaboration with the appropriate department chair and the Vice President for Academic Affairs. All incidents of academic dishonesty will be reported in writing to the Office of Academic Affairs. The professor may impose any number and degree of penalties, including administering another assignment or assigning an "F" for the course. The Vice President for Academic Affairs may suspend any student from the College for academic dishonesty.

Students have a right of appeal and of due process. Procedures may be found in the student handbook.

Challenge Credit

1. If a student wishes to receive a challenge credit by examination, he/she should first discuss the possibility with the appropriate instructor **and** department chairperson. Upon consent, the instructor **and** department chairperson will issue and sign an Application For Challenge Credit Form.
2. The student will take the signed form to the Business Office to pay the **$50.00** fee per credit hour for the Challenge Credit.
3. The student will take the form, complete with all three signatures **and** the receipt showing payment was made, to the Vice President for Academic Affairs for approval.

4. The instructor will prepare and administer the Challenge Credit Examination and maintain th results on file in his/her office.
5. The recommendation of the instructor, with supporting documentation, will be forwarded to th department chair for review. If the department chair does not agree with the evaluation, a meeting will be scheduled with the Vice President for Academic Affairs.
6. If the department chair approves the evaluation, the instructor will return the completed form and a copy of the documentation to the Registrar's Office. Successful completion of the Challenge Credit will be recorded as "CR" on the transcript. An unsuccessful challenge will no be recorded. The Registrar's Office will keep the copies on file.
7. Students enrolled in a course may request a Challenge Credit only within the period when a ne course may be added.
8. Challenge Credits may not be used to repeat a course or remove an "F" from the transcript.

Individualized Major

An individualized major is available for students whose special interests cannot be accommodate within the established majors at the college. This self-designed major must meet the following criteria:

* A self-designed major cannot duplicate existing majors offered by the college and must be interdisciplinary in its composition.
* A student must have a minimum GPA of 3.0 to apply for the individualized major and a sophomore standing.
* Individualized majors must include no less than 39 semester credit hours at the 200 or above level with at least 15 semester hours 300 and above. No more than 9 hours can be earned by independent study. Under normal circumstances no more than 6 hours can be earned by transfer credit.
* A senior project must be completed in the major and can count up to 3 credit hours of independent study.

Procedures for the individualized major:

* Students seeking an individualized major must have an advisor selected from the teaching faculty from a discipline related to the self-designed major plan. In some cases, two advisors may be selected from different departments to oversee the work.
* In consultation with the advisor or advisors, students seeking an individualized major must offer a detailed plan of study, a rationale for undertaking a self-designed major, and a curriculum plan for the degree. The application should be submitted and approved before beginning the program of study. The chairs of the departments involved must approve the plan of study. One of the chairs will take the plan to the APC (Academic Policy Committee) for final approval by October 1 for programs commencing in the spring semester and March 1 for programs commencing in the fall semester.
* Students graduating with the individualized major will receive either a B.A. or B.S. degree in th field of study with an individualized major notation.

Independent Study and Experiential Education

Union offers to qualified students the opportunity to work independently to earn credit toward graduation. This option is reserved primarily for junior and senior students who have demonstrated the academic maturity to be able to accomplish the rigorous requirements of independent inquiry and study. For this reason, except in very unusual circumstances, independent studies are reserved for students who wish to pursue special areas of inquiry not normally examined by the curriculum i which they are enrolled. These can be in-depth studies of a particular topic or a broader examination of a topic only touched upon in the major.

Registration for either of these options is during the designated time period for registration of other courses. Deadlines for adding courses should be adhered to for Independent Study and

xperiential Education. Students are expected to engage in the independent study project or xperiential education experience during the semester for which they are officially enrolled for the roject or experience, rather than in the preceding or following semesters. Forms can be obtained rom the Registrar's office.

Because of the nature of independent study and experiential education, neither should be used to atisfy Liberal Education Core requirements or to replace required courses in the major. Moreover, ailure or quality point deficiencies in any course work done at Union cannot be removed by ndependent Study or Experiential Education.

Correspondence Courses

Any student planning to graduate from Union College must receive permission from the Registrar o register for correspondence courses.

Students applying for permission to earn correspondence credit must follow the same guidelines s stated for full-time students under "Course Load" on page 11. The stated number of hours will pply only for the semester or term in which the student registered.

Not more than six semester hours of correspondence work done in one academic year will be ccepted by the College. Not more than six semester hours in a major may be completed by orrespondence." Not more than a total of 16 semester hours of correspondence credit will be ccepted.

Not more than six hours of correspondence credit may be accepted during the senior year. Graduating seniors must complete any correspondence work needed for graduation at least four veeks before the date of Commencement. Failure or quality point deficiencies in any course done in esidence cannot be removed by correspondence.

Transfer Credit for Union College Students

A student at Union College who wishes to take course work at another accredited college or niversity must obtain written permission from the Registrar before enrolling in the course. Union College students cannot register for more than a total of 18 semester hours per term, including all off-campus courses, without the consent of the Vice President for Academic Affairs.

Failure or quality point deficiencies in any course work done at Union College cannot be removed by transfer credit, correspondence work, or independent study. Transfer work does not affect a student's Union College grade point average.

Students who have earned as many as 61 semester hours at Union College may transfer a maximum of six semester hours during their final 24 hours of baccalaureate work. Students who have earned fewer than 60 hours credit at Union College may transfer a maximum of six semester hours to Union during their final 38 hours.

Transfer credits will be considered based on the following policy:

1. Transfer credits from other institutions will be evaluated on how closely they match the *intent* of a particular section of the Union College Liberal Education Core, a major, minor, or area. The initial review will be conducted by the Office of the Registrar based on generally accepted practices, and in consultation with the appropriate department chair when questions arise.
2. Students who are denied equivalency credit for a course in the Union College Liberal Education Core, or a course required in a major, area of concentration, or minor will have the right to petition for approval. The petition will be made to the Registrar, who will consult with the appropriate department chair. Department chairs will consult with the appropriate professor before making a recommendation to the Registrar.
3. The student will have the right to appeal the decision to the Vice President for Academic Affairs in the event that the initial petition is denied. The decision of the Vice President for Academic Affairs shall be binding, and may be made on the basis as an exception to a general rule due to special circumstances, or may be issued as a precedent to guide future transfer credit evaluations.

Assessment Day Activities

Union College has developed a plan of action related to ongoing assessment of its academic programs as well as other aspects of the college community. This is a continuous program throughout the school year, but much of the data collection will center around an Assessment Day, identified in the school calendar, when students are expected to participate. Assessment is not only required by the Southern Association of Colleges and Schools, but it is also extremely important in improving the quality of Union College's academic and non-academic programs. Questions related to Program Assessment should be directed to the Director of Assessment or the Vice President for Academic Affairs.

Convocations

Union College provides a convocation program to gather its community together for reflection, for challenging faith and for promoting dialogue. This is in keeping with Union's mission statement: "Union College is a learning community dedicated to creating personal, intellectual, and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth."

The program includes a limited selection of required events and a flexible menu of activities from which students can choose throughout the year including: college assemblies, lectures, theatre productions, worship services, fine arts concerts and special gatherings.

Clean, neat and modest attire is the basic dress code.

Graduation Requirements

Students must apply for graduation **the semester before** they plan to complete graduation requirements.

The candidates must satisfy the following requirements:

1. Minimum of 128 semester hours, of which at least 25 percent (32 semester hours) must be earned at Union College. Thirty two of the last 38 hours must be earned in residence at Union College. Students who have earned as many as 61 semester hours at Union College may graduate with 18 of the last 24 hours earned in residence. (At least 39 semester hours must be in courses numbers 300 or above.)
2. Quality point standing of 2.00 overall and at Union, and a 2.00 average in the major or minor fields unless a specific department requires a higher grade point average.
3. Completion of the Liberal Education Core.
4. Choice of either the Bachelor of Arts or Bachelor of Science degree as appropriate to the major or area. For the Bachelor of Arts degree, the equivalent of 12 semester hours in a single foreign language not native to the student (or for some majors the equivalent of six hours in each of two foreign languages not native to the student) is required. Equivalency shall be determined by the successful completion of the second year of the language (or second semester of two). Students with prior training in the language at the high school level may be eligible for advanced placement in the sequence of courses and meet the requirement with fewer credit hours.

   For the Bachelor of Science degree, see descriptions of individual major or area for any additional requirements.
5. Completion of either:

   a. A major as determined by the faculty of the individual discipline. Majors are offered in: Accounting, Biology, Business Administration, Chemistry, Christian Ministries, Criminal Justice, Elementary Education, English/Communication, Health, History, History and Political Science, Mathematics, Middle Grades Education, Physical Education, Psychology, Recreation Management, Religious Studies,Secondary Education, Sociology, Special Education, and Sports Management.

   Minors are offered in: Accounting, Finance, Biology, Chemistry, Computer Information Systems, Criminal Justice, Economics, English/Communication, General Business, Health,

History, Management, Marketing, Mathematics, Music, Physics, Psychology, Religious Studies, Sociology, and Theatre.

b. An area, the structure of which is determined by the faculty of the department in which the area requirements are met. An area is offered in Social Studies.

6. At least 39 semester hours offered for graduation must be earned in courses numbered 300 or above. At least 6 semester hours 300 and above, earned at Union, must be included in any minor; at least 12 semester hours 300 and above (evenly distributed in the two fields if this is a combined major), earned at Union, must be included in a 30-hour major; at least 18 semester hours 300 and above earned at Union must be included in an area or 54-hour major.
7. Participation in annual Assessment Day testing activities is required each year of all senior students.

Advice in arranging schedules and choosing courses is always given gladly; however, each student is responsible for completing all requirements.

Combined Degrees

The bachelor's degree may be granted to students who have completed three years of work at nion College and one year of work in an accredited professional school with the following rovisions:

1. The work in the professional school must continue the curriculum in which the student has been enrolled at Union College (pre-law, pre-dentistry, pre-medicine, etc.).
2. The student must have completed satisfactorily the minimum requirements for three years of pre-professional work at Union College (96 semester hours with a quality point standing of at least 2.00) and also the Liberal Education Core for graduation, including the foreign language requirement if a B.A. is desired.
3. The student must have completed satisfactorily the minimum requirements for one year of study at the accredited professional school. The number of credits at the end of the four years of study must total at least 128 semester hours.

Academic Records

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years f age (eligible students) certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Registrar receives a request for access. Parents or eligible students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the parent or eligible student, the College will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College as an administrator, supervisor, instructor, or support staff person (including health or medical staff

and law enforcement personnel); a person serving on the school board; a person or company with whom the College has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The College will release directory information to the general public in response to a legitimate request unless the student concerned files a written request with the Registrar within three weeks of the beginning of the term that such information is to be withheld from the public. Directory information is defined as student name, address, dates of attendance, date of birth, degree(s) earned, and previous educational institutions attended.
5. Union College will, however, release records and accounts pertaining to veterans, as well as to other students, to appropriate U.S. Government representatives. This exception to all other federal laws is found in Title 38 of the U.S. code, Section 1790(c).
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-4605

7. Although the Family Rights and Privacy Act (FERPA) affords parents of students under the Internal Revenue Code to have access to the student's education record, it is the policy of the College to require all students to sign a waiver for the release of such information.

Degrees with Distinction

There are three grades of honors designated respectively: *cum laude, magna cum laude,* and *summa cum laude.* These honors are conferred at graduation upon students who satisfy the following conditions of scholarship:

The honor of *cum laude* is awarded to those students who have earned an average standing of 3.5 overall and at Union.

The honor of *magna cum laude* is awarded to those students who have earned an average standing of 3.75 overall and at Union.

The honor of *summa cum laude* is awarded to those students who have earned an average standing of 3.9 overall and at Union.

Students coming from other colleges may receive honors on completing 64 semester hours of resident study and satisfying the conditions of scholarship prescribed by the faculty, provided they also furnish such evidence of high scholarship in the institution from which they come as may, in the judgment of the faculty, entitle them to become candidates for honors under the regulations.

Academic Services

Academic Advising

Academic advising is considered to be one of the two most important tasks of the faculty — teaching being first. Each student will meet with an academic advisor on an individual basis to select courses for each semester. The advisor is also available to help each student learn how to use the resources at Union College, and to find solutions to problems that the student might have.

Each student is assigned an academic advisor in the chosen field of study. Students who have not made a vocational or professional choice will also be assigned an academic advisor. Upon declaring a major, an advisor in that field will be assigned.

Students who wish to change advisors/majors must register these changes with the Office of Special Programs.

Career Planning and Placement Services

Upon admission to Union College, students will begin a process whereby the Director of Career Planning and Placement and faculty advisors assist them to articulate their career goals, to select academic courses of study appropriate to those goals, and to achieve suitable placement upon completion of their studies.

A career counselor is available for all students. It is highly recommended for those who are undecided in their major to visit the career counselor. Career interests and life goals may be defined through the use of career interest inventories, computer guidance programs, and workshops designed to help students clarify their direction in life.

Curriculum Plans

During the junior year, a curriculum plan will be completed by the Registrar. This indicates the courses the student has already completed toward the major on file in the Registrar's office. This is an agreement between the College and the student. Once the curriculum plan has been completed, only changes approved by the Registrar are binding on the College.

Academic Resource Center

The Academic Resource Center (ARC) provides free services to Union College students in several academic support areas. The ARC serves the needs of Union College students with day hours Monday through Friday and evening hours Sunday through Thursday. Contact the Education Specialist with Special Programs for more information.

Individual tutoring is available in a variety of subject areas in both upper and lower division classes. Students may work with a tutor to review for classes, refresh study skills, or prepare for professional examinations.

Computer Assisted Instruction

Students may also work independently, using one of the many computer programs to prepare for the pre-professional exams, such as GMAT, LSAT, MCAT, GRE, and Praxis.

Supplemental Instruction

Union College provides an academic assistance program known as Supplemental Instruction (SI) that has proven to increase student academic performance.

Each semester, courses that have been deemed academically challenging are selected for SI. Student leaders who have previously excelled in the designated courses are selected by the instructors of the courses to attend each class session, take notes and participate in class discussions, and hold three study sessions each week outside of class. SI is introduced to the students the first day of class, and the sessions are composed of students with varying academic abilities which provide a support system within the group. The concept of collaborative learning in a relaxed

atmosphere helps students develop and integrate effective learning and study strategies while mastering course content.

Learning and Information Services

The learning and information faculty and staff are dedicated to providing members of the Union College community the information resources needed to meet their education goals. The department provides access to print and non-print materials, data and voice communication, institutional data, and the education needed to utilize the information. The department is located at the heart of the campus in the Weeks-Townsend Memorial Library and the Black Technology Center.

Weeks-Townsend Memorial Library

The Weeks-Townsend Memorial Library provides a variety of resources and services to support and enrich the College's academic programs. The library houses a collection of more than 120,000 books, periodicals, government documents, media materials, and on-line reference and full-text databases. The library's Online Public Access Catalog (OPAC), circulation, and reserves, are fully automated and available on the web via WebCat. The library can accommodate over 300 persons in a variety of seating arrangements, including study carrels, tables and a computer lab. The library is wired for laptop access to the campus network. The library participates in various state, regional and national consortia and networks to provide the college community with a wide array of traditional and electronic resources. .

Access to media, equipment and the Internet is provided in the library. The 20-seat computer lab is the center of campus access to the Internet, including e-mail and the World Wide Web. The lab also provides access to word-processing, spreadsheets and course-specific software. The Curriculum Collection supports the Education Program by providing a specialized collection of elementary, middle and high school curriculum materials and a juvenile collection. The library contains several other special collections including the Cumberland Cap Genealogy Collection and the Lincoln-Civil War Collection. The library also serves as the repository for the College archives. The library staff offers individual and group bibliographic instruction and instruction in the use of equipment, computer resources and special collections.

Black Technology Center

Attached via bridge to the library, the Black Technology Center offers meeting facilities and a studio for the use of the college and local communities. It also houses staff offices, training and meeting areas, work areas and the server room. The technology staff is responsible for all of the campus communications, networking, website, software, audio/visual, and computers. They manage the three computer labs and provide user and technical support for the computers on campus. They also support administrative software and administer voice communications on campus.

Service Learning

Typically centered around service trips taken during the fall mid-term and spring break periods, a service learning course is offered for one hour of credit. Students may take the class up to three times for credit. All students who attend the trips must attend the class sessions whether the individual opts to take the class for credit or not.

Appalachian Studies/Service Learning 102. This course is designed to provide students with experience and reflection during a mid-term break or during a semester project concerning the nature of community and social problems, and to prepare students for civic engagement and social responsibility. The course will include a supervised service learning component through which students will develop skills and knowledge to meet community needs and better understand societal problems.

Community Education and the UC INSTITUTES

Life-long learning is provided at Union College through courses, workshops, seminars, travel, service learning, and outdoor adventure programming. Programming addresses a wide range of adult-learning and continuing educational, avocational, and leisure interests and needs. Through partnerships with community agencies, schools, business, and industry, Union is able to emphasize the importance of life-long learning while meeting specific needs of different segments of the community. Adults study for personal enrichment, to acquire new skills for career advancement and leadership training, or to enjoy cultural, leisure, and outdoor adventure activities. The close student-to-instructor rapport that characterizes Union College adds an exciting dimension to these learning experiences. Students may earn continuing education units for selected short courses and college credit for telecourses available through Kentucky Educational Television. The community education component addresses the process of life-long learning and includes specific requested classes. Union College is able to provide special customized adult-learning program of a single-day or multiple-day format through the U.C. INSTITUTES, the Turner Outdoor Center and the Community Outreach Center.

The Bennett Center of London, Inc.

In 1998, Union College, the Red Bird Missionary Conference and the General Board of Global Ministries of The United Methodist Church did extensive exploration of ways to create a 501c3 multi-use, multi-agency ecumenical service entity to efficiently coordinate the delivery of post secondary educational services with other human services. From this beginning emerged a three-way partnership to establish The Bennett Center of London that has as its mission to *offer to all persons opportunities for wholeness through programs that address their spiritual, educational, physical, social, and cultural needs.* The Bennett Center is a resource available to the entire community. It is a place where people can come for learning, fellowship, personal growth opportunities, and help in time of need.

The Bennett Center of London, Inc., also offers programs of its own and provides space for multiple uses each consistent with the mission statement of the Center. Each use is designed to be a part of a whole thus adding synergy to the total work of the Center. Each use meets the test of community need and relevance to the mission of the Center through a review process heavily dependent on community input. Several other organizations that are involved in activities at the Bennett Center include: London Early Childhood Education Center; Laurel County Literacy Council; London-Laurel County YMCA; Kentucky Baptist Home for Children; Christ Presbyterian Church, OPC; Heart of Appalachia Foundation; New Life Center; and Laurel County Public Library—Children's Branch.

Union College Programs at The Bennett Center

Union College offers a variety of programs that support Union's vision on the London, Kentucky, campus of The Bennett Center of London. Union College offers a **Degree Completion Program**, which targets students who have completed 60 hours of undergraduate course work and desire to earn a Bachelor's degree in an accelerated program of study. Currently, students can earn a Bachelor's degree in business administration with a minor in management. Union College also offers **Graduate Education Courses**. Also, **Workshops, Seminars, and Customized Training** are available through Union College Programs. **If I Had a Hammer** provides environmental experiential education opportunities through a cooperative hands-on teaching initiative with the Kentucky PRIDE organization.

The Curriculum

A college major is actually a means to an end — the means by which a student prepares for a future career, entrance into graduate school, or some change in lifestyle. Union College offers a wide range of majors and minors as part of the Bachelor's degree program.

Majors and Minors

Degree Area	Major	Minor
Department of Business		
Accounting	x	
Accounting and Finance		x
Business Administration	x	
Computer Information Systems		x
General Business		x
Management		x
Marketing		x
Department of Educational Studies		
Elementary Education	x	
Middle Grades Education	x	
Secondary Education	x	
Special Education	x	
Department of English, Communication and Languages		
English/Communication	x	x
Department of History, Religious Studies, Fine & Performing Arts		
Christian Ministries	x	
History	x	x
History & Political Science	x	
Music		x
Political Science		x
Religious Studies	x	x
Theatre		x
Department of Natural Sciences		
Biology	x	x
Chemistry	x	x
Mathematics	x	x
Physics		x

Degree Area	Major	Minor
Department of Social and Behavioral Sciences		
Criminal Justice	x	x
Economics		x
Psychology	x	x
Sociology	x	x
Department of Wellness, Human Performance and Recreation		
Health	x	x
Physical Education	x	
Recreation Management	x	
Sports Management	x	

Programs

Union College also offers students courses in pre-professional programs such as: Dentistry, Engineering, Law, Medical Technology, Medicine, Optometry, Pharmacy, Physical Therapy, and Veterinary Medicine.

Baccalaureate Degrees

To earn a Bachelor of Arts or Bachelor of Science, the following requirements must be met:

1. Completion of the Liberal Education Core
2. Completion of foreign language (non-native) requirements for a B.A. degree
3. Completion of the academic major requirements
4. Completion of a minimum of 128 semester hours
5. Completion of a minimum of 39 semester hours of upper division courses
6. The following minimum number of hours must be completed at Union College:
   12 upper division hours for any 30-hour major
   18 upper division hours for any 48-hour major or area
   6 upper division hours for any minor
7. Required GPA in each major, minor or area
8. Required minimum GPA overall or 2.0 unless a specific major requires a higher GPA

Cooperative and Interdisciplinary Programs

Veterans Administration Educational Assistance

Union College is approved by the Kentucky Approving Agency for Veterans Education for the education of veterans and their dependents. To receive benefits more quickly, prospective students should present a copy of their certificate of eligibility to the Registrar's office prior to their registration for classes.

Concurrent Admission Program (ConAP)

ConAP is a joint program of the Army and other service members Opportunity Colleges to admit new soldiers into a college or university at the same time as they enlist in the Army.

Eligible soldiers are admitted, either on a full or provisional basis, with enrollment deferred until completion of active military service. Provisional admission means that the student may be required to take a reduced course load, to enroll in foundation courses, or to undergo other academic preparation. The student is subject to the College's requirements, as published in this catalog, at the time of enrollment in classes. The admission agreement is in effect for two years

following the completion of active military service.

Kentucky Institute for International Studies (KIIS)

Union College is a cooperating member of the Kentucky Institute for International Studies (KIIS). The College joins with other Kentucky colleges and universities to provide fall, spring, and summer opportunities for study abroad in Germany, Austria, Denmark, France, Greece, Italy, Spain, Costa Rica, Mexico, Ecuador, Brazil, Japan, China, and Cameroon. These programs are open to all Union College students, who may earn credits toward degrees at Union. For more information, contact the Office of Academic Affairs.

Community Outreach

Founded over one hundred years ago, Union College has always had a strong interest in serving the immediate and broader community, as evidenced by the development of a community outreach center and service learning opportunities. The Common Partners Office plans a variety of events throughout the year in which students, staff and faculty members can become involved, using their talents and energy to help others and to learn more about themselves and the world.

In addition to direct service opportunities, a service learning course has also been created to introduce students to the issues and rewards connected to helping others. The course has been designed to provide students with a supervised experience to apply their personal skills and knowledge while purposefully meeting community needs. Typically, this course centers around a service trip, which is taken during the fall mid-term and spring break periods. Students may also choose to participate in the project for no course credit. Further information about the service learning course or other service opportunities can be obtained by contacting the Common Partners Office.

The Liberal Education Core

Union's vision for the academic experience states that "Union College helps students make learning connections, with a well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions, is nurtured through a variety of on- and off-campus learning experiences."

This vision guided the careful crafting of Union's core curriculum – a curriculum that challenges each student to develop a life philosophy, that enables members of the faculty to significantly improve student learning, and that intentionally seeks to produce graduates who see being educated as a quality of mind, not simply an accumulation of facts.

Union's core contributes toward the nurturing of a graduate whose personal integrity, intellectual aptitude and responsible citizenship mark him or her as a Union graduate.

This core curriculum applies to incoming first-year students beginning in the Fall 2001 semester.

Critical Dialogues		**21 hours**
INLA 101	Western Cultures in World Contexts I	6
INLA 102	Western Cultures in World Contexts II	6
INLA 201	Western Cultures in World Contexts III	6
INLA 202	Western Cultures in World Contexts IV	3

Appalachian Connections — 6 hours

APST 101 Appalachian Explorations 3

Choose **one** 3-hour course from the following: 3

APST 204	Appalachian Culture
APST 202	Service-Learning
APST 203	Wilderness in Appalachia
GEOG 233	Geography of Appalachia
HIST 233	History of Appalachia
SOCI 241	Sociology of Appalachia

or **one** of the options below:

- Choose a mix of one to three 1-hour courses from:

APST/SLRN 102	Service-Learning
APST 103	Appalachian Wilderness Experience

- Choose a mix of one to three 1-hour service learning "labs" attached to existing courses generally outside the Appalachian Connections discipline, subject to approval of Academic Policy Committee
- Choose any mix of three 1-hour experiences from the two areas above.

Social & Behavioral Sciences — 6 hours

SBSC 101 Foundations of Social & Behavioral Sciences 3

SBSC 102 Applications of Social & Behavioral Sciences 3

Wellness — 4 hours

WELL 278 Life Choices I 3

WELL 279 Life Choices II 1

(or 1 hour PHED service learning course)

General Sciences Sequence — 8 hours

GNSC 110 General Sciences I 4

GNSC 111 General Sciences II 4

Mathematics Competency — 3-4 hours

General College Mathematics: A revised MATH 110 course, which includes some basic statistics and probability. Or, MATH 131 (College Algebra) or MATH 241 (Calculus I).

Readings Courses

In addition to the hours listed here, each Union College student will take two one-hour, 300-level readings courses attached to the major. These courses, although offered in the major, are designed to build upon learning in the core curriculum by connecting it to the major.

Capstone Course & Life Philosophy

In the senior year, each Union College student will also participate in a capstone course in the major, a course that brings together all of the learning experiences at the College in context, and that asks each student to form and write a life philosophy document. This document, which builds on the portfolio already begun in core classes and continued throughout his or her major area of study, will be the student's final assessment of what learning (past, present, and future) means. The portfolio will, thus, be used in College and program outcomes assessment.

Integrated Learning Courses

Critical Dialogues is a series of four courses that chronologically and thematically examine the history, literature, philosophy, religion, and fine arts of western cultures. Upon completing the sequence or designated portions of the sequence, students will:

(1) understand the basics of such academic discourse as speeches, written argumentation, and documented research papers (first year);
(2) comprehend the major topics and historical development of philosophy;
(3) understand the beliefs and historical development of such major religions as Judaism, Christianity, Islam, Hinduism, and Buddhism, and how each relates to the others;
(4) be familiar with the tools of literary analysis (first year);
(5) understand the development of canonical literature from its beginnings through the late Renaissance (first year);
(6) and from the Enlightenment to the present (second year);
(7) be familiar with major trends in art (including architecture)
(8) and music;
(9) and understand the historical contexts of Western culture, from its prehistoric beginnings to the late Renaissance (first year)
(10) and from the Enlightenment to the present day (second year).

INLA 101. Critical Dialogues: Western Cultures in a World Context I (F) (6)
This first course focuses on Mesopotamia, Egypt, Greece, and Rome. Students analyze these ancient civilizations religions and such major philosophers as Plato, Socrates, and Aristotle in light of the development of Hebrew religion and the Taoist and Confucian traditions of China. Students read epics (Gilgaesh, The Iliad, The Odyssey, The Aeneid), Greek drama (Antigone), and lyrics, and learn basic principles of literary analysis. Special attention is given to the art and architecture of ancient Greece and Rome. Students receive instruction in composition, public speaking, and technology. Requirements: three papers, three oral presentations (includin one Power Point presentation), three tests, final examination.

INLA 102. Critical Dialogues: Western Cultures in a World Context II (S) (6)
This second course surveys western culture from the rise of Christianity to the Religious Wars and Scientific Revolution of the first half of the 17th century, focusing on the development of the intellectural tradition from the Early Middle Ages (Augustine), through the High Middle Ages (Aquinas, Dante, Chaucer), to the Renaissance and Reformation (Luther, Calvin, Marlowe, Shakespeare, Cervantes). Students consider the rise of Islam and th interaction of Christian and Islamic civilizations, and they study the art and architecture of the Middle Ages and Renaissance. Students receive instructions in composition, public speaking, and technology. Requirements: three documented papers, two oral presentations, three tests, final examination. *Prerequisite: INLA 101*

INLA 201. Critical Dialogues: Western Cultures in a World Context III (F) (6)
This third course examines the social and cultural impact of the various "revolutions" form the mid-17th century to the end of the 19th century: the Scientific Revolution, artistic revolutions (Neo-Classicism, Romanticism), political revolutions (American and French), and the Industrial Revolution. Special attention is given to developments in religion and philosophy before and after the Enlightenment. Students read and criticiz classic works or Neo-Classical, Romantic, and 19th century literature from Europe and the United States, and study the music of the Baroque, Classical, Romantic and *Belle Epoque* periods. Requirements: two documente papers, two oral presentations, three tests, final examination. *Prerequisite: INLA 101 and 102.*

INLA 202. Critical Dialogues: Western Cultures in a World Context IV (S) (3)
This last course focuses on such aspects of 20th Century European and American culture as totalitarianism, democracy, modernism, existentialism, and surrealism. Students engage a number of western and non-western texts incorporating facets of the western intellectual tradition examined in the previous Critical Dialogues courses. Requirements: Vary according to course instructor. Prerequisites: INLA 101, 102, and 201, or completion of alternative core requirements in the humanities, history, and communications areas.

Appalachian Studies

APST 101. Appalachian Explorations. (F,S)(3)

This course is an integrated, introductory exploration of the Appalachian Region through cultural study, service-learning, and wilderness experience.

APST 102. Service-Learning (F,S)(1)

This course is designed to provide students with experience and reflection during a mid-term break or during a semester project concerning the nature of community and soicial problems, and to prepare students for civic engagement and social responsibility. The course will include a supervised service lerning component through which students will develop skills and knowledge to meet community needs and better understand societal problems. (See Service Learning in the Academic Program section).

APST 103. Appalachian Wilderness Experience. (S)(1)

A field experience course in wilderness recreation and related land-use issues in Appalachia, to take place during spring break. Students will keep a reflective journal and write a research paper on a topic directly related to their field experience. Since the specific content of the course and the locales visited will vary each time the course is offered, the course may be repeated twice for credit. *Prerequisites*: APST 101 and permission of the instructor. This course may not be taken concurrently with APST 203.

APST 202. Service-Learning. (F,S)(3)

The course has as its major objective the encouragement of critical thinking and practical experience with respect to the concepts of citizenship and social responsibility. To achieve this objective the course will examine Service-Learning from historical and contemporary perspectives, and provide students with a guided community-based learning experience. *Prerequisite*: APST 101.

APST 203. Wilderness in Appalachia. (S)(3)

An introduction to wilderness in Appalachia as seen from ecological, social, political, and economic perspectives. Lectures, class discussion, readings, and writing assignments will lead up to, reflect upon, and complement a sustained and intensive wilderness field experience, which will occur during the spring break. *Prerequisites*: APST 101 and permission of instructor. This course may not be taken concurrently with APST 103.

APST 204. Appalachian Culture. (F,S) (3)

This course will introduce the culture of the Appalachian Region, from its earliest inhabitants, through the various immigrant groups, to the current situation of multicultural mixture. *Prerequisite*: APST 101.

Social and Behavioral Sciences

SBSC 101. Foundations of the Social and Behavioral Sciences (F)(3)

This course is designed to familiarize students with the questions asked in the Social and Behavioral Sciences, and the theories and methods used to deal with them. It will include topics from Political Science, Criminal Justice, Economics, Statistics and Experimental Design, as well as Sociology, Psychology and Anthropology. This course may be taken in either the freshman or sophomore year but must be completed by the end of the sophomore year.

SBSC 102. Applications in the Social and Behavioral Sciences (S)(3)

This course is designed to familiarize non-social science majors with empirical applications of the Social and Behavioral Sciences. It will include topics from Anthropology, Criminal Justice, Economics, Geography, Political Science, Psychology, Sociology and Statistics and Experimental Design. *Prerequisite*: SBSC 101.

Wellness

WELL 278. Life Choices. (F,S,Sum)(3)

The study of health related factors enabling intelligent decisions as they relate to the physical, mental, and social health of self, family, and community at present and for the future.

WELL 279. Life Choices II. (F,S,Sum)(1)

The course will focus on putting a wellness plan into action. The student will design and implement a wellness plan.

General Sciences Sequence

GNSC 110. General Science. (F)(4)

General Science is a two-semester introductory science sequence for non-science majors. Each course has an integrated lab. It is recommended that GNSC 110 be completed before enrollment in GNSC 111. Topics for GNSC 110 include the scientific method, motion, energy, thermodynamics, waves, electricity and magnetism, light, atoms, inorganic chemistry, nuclear chemistry, and astronomy.

GNSC 111. General Science. (S)(4)

General Science is a two-semester introductory science sequence for non-science majors. Each course has an integrated lab. It is recommended that GNSC 110 be completed before enrollment in GNSC 111. Topics for GNSC 111 include: the earth structure and cycles, features of life, organic chemistry, classical and molecular genetics, evolution, ecology, major physiological systems, and environmental issues.

Mathematics Competency

MATH 110. Topics in Contemporary Mathematics. (F,S)(3)

Selected topics from set theory, counting methods, probability, statistics, systems of linear equations, graphs and solutions of linear and quadratic equations using graphical methods. Modeling and problem solving techniques will be illustrated to give students an understanding of the nature and applications of mathematics. Designed as a terminal course for the non-major.

MATH 131. College Algebra. (F,S,Sum)(3)

Material from Math 101 is assumed. This course contains topics selected from: applications of linear and quadratic equations; solving inequalities, including quadratic inequalities; graphing equations; graphs of functions; combining functions and finding inverse functions; exponential and logarithmic functions; polynomial functions; and systems of equations.

MATH 241. Introduction to Calculus and Analytic Geometry. (F,S)(4)

Review of algebra, limits, the derivative, differentiation of algebraic and trigonometric functions, applications of the derivative, extrema, and the antiderivative. *Prerequisite*: Mathematics 131, 133 and study of trigonometry in high school.

Department of Business

Yonda Moore, Department Chair

Majors: Accounting, Business Administration, Sports Management (see Department of Wellness, Human Performance and Recreation Management)
Minors: Accounting/Finance, Computer Information Systems, General Business, Management, Marketing

Bachelor of Science Degrees in Business

The Department of Business is committed to a thorough exploration of integrated learning by establishing the relationships between management, communications, marketing, accounting and finance, quantitative analyses, ethics, human resources and strategic planning. Key courses are team-taught to show the integration of the key areas of business. Also, basic business skills are integrated into the courses to enhance such areas as computer skills, written and oral communication skills, quantitative skills, ethical principles, and the global perspectives. Special business labs are included in several basic business courses to enhance learning and to involve hands-on learning experiences for basic skills. Union's Department of Business has been accredited for all of its degree programs by the International Assembly for Collegiate Business Education.

In addition to the general college requirements, all candidates for the Bachelor's degree must complete the following courses in one of the major fields listed below. Students with a major or minor in Business must have a 2.0 GPA average for all courses in each major or minor. (Students who choose to complete the foreign language requirement may elect to receive a Bachelor of Arts degree.)

Union offers an accelerated degree completion program for non-traditional students who have completed two years toward a bachelor's degree. This program will allow students to earn a bachelor's degree in Business Administration with a minor in Management.

Accounting Major (58 Semester Hours)

ACTG 271	Managerial Accounting	(3)
ACTG 272	Financial Accounting	(3)
ACTG 331	Cost Accounting	(3)
ACTG 335	Commerce in Literature	(1)
ACTG 371, 372	Intermediate Accounting I & II	(7)
ACTG 376	Tax Accounting	(3)
ACTG 433	Auditing	(3)

ACTG 435	Current Journal Readings	(1)
ACTG 471	Advanced Accounting I	(3)
ACTG 472	Not-for-Profit Accounting	(3)
Accounting Elective	(300 level or above)	(3)
BUAD 151	Business Processes	(4)
BUAD 304	Financial & Quantitative Analysis	(4)
BUAD 305	Marketing & Qualitative Analysis	(4)
BUAD 306	Managerial & Leadership Analysis	(4)
BUAD 315	Legal & Ethical Environment of Business	(3)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)

It is recommended that in addition to the major in Accounting, you also elect to complete a minor in Cl

Business Administration Major (60-63 Semester Hours)

A major in Business Administration consists of these 37 business core hours plus completion of one of the following minors: Accounting/Finance, Computer Information Systems, Management, Marketing, or a minor in Economics from the Department of Social and Behavioral Sciences.

Business Core Curriculum:

ACTG 271	Managerial Accounting	(3)
ACTG 272	Financial Accounting	(3)
BUAD 151	Business Processes	(4)
BUAD 304	Financial & Quantitative Analysis	(4)
BUAD 305	Marketing & Qualitative Analysis	(4)
BUAD 306	Managerial & Leadership Analysis	(4)
BUAD 315	Legal & Ethical Environment of Business	(3)
BUAD 335	Commerce in Literature	(1)
BUAD 435	Current Journal Readings	(1)
BUAD 451	Strategic Decisions	(4)
ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)
Department of Business Minor		(21-22)

Department of Business Minors:

Accounting and Finance (22 Semester Hours)

ACTG 331	Cost Accounting	(3)
ACTG 371	Intermediate Accounting I	(3)
ACTG 372	Intermediate Accounting II	(4)
ACTG 376	Tax Accounting	(3)
BUAD 361	Corporate Finance	(3)
And select 6 hours from the following:		(6)
ACTG 374	International Accounting & Finance	3
ACTG 471	Advanced Accounting	3
ACTG 472	Not-for-Profit Accounting	3
ACTG 488	Accounting Seminar	3
ACTG elective	(300+ level or above)	3
BUAD 404	Investments	3
ACTG/BUAD 485	Internship (3 hours maximum)	3

Computer Information Systems (21 Semester Hours)

COMP 151	Technology Processes	(2)

OMP 241	Advanced Applications	(3)
OMP 250	VISUAL BASIC	(3)
OMP 330	Analysis and Logical Design	(3)
OMP 350	Intermediate Programming	(3)
OMP 425	Network and Telecommunications	(3)
nd select 4 hours of Computer Information Systems electives (300+ level)		(4)

Management (21 Semester Hours)

UAD 361	Corporate Finance	(3)
UAD 372	Human Resource Management	(3)
UAD 374	Operations Management	(3)
UAD 376	Entrepreneurship	(3)
UAD 400	Organizational Behavior & Teamwork Dynamics	(3)
nd select 6 hours of Department of Business Electives (300+ level or above)		(6)
ACTG, BUAD, BUED, CIS, MKTG)		

Marketing (21 Semester Hours)

MKTG 272	Personal Selling	(3)
MKTG 322	Consumer Behavior	(3)
MKTG 370	Advertising	(3)
MKTG 421	Logistics	(3)
nd select 9 hours of Marketing Electives (300+ level or above)		(9)

General Business Minor (21 Semester Hours)

for non-business department majors)

CTG 271	Managerial Accounting	(3)
CTG 272	Financial Accounting	(3)
UAD 151	Business Processes	(4)
CON 204	Principles of Microeconomics	(3)
nd select two courses from the following:		(8)
BUAD 304	Financial & Quantitative Analysis	4
BUAD 305	Marketing & Qualitative Analysis	4
BUAD 306	Managerial & Leadership Analysis	4

Accounting

Accounting 271. Managerial Accounting I. (F)(3)
Introduction to analysis and interpretation of accounting data with emphasis on its use by managers in planning operations, controlling activities, and decision making.

Accounting 272. Principles of Accounting II. (S)(3)
An introduction to accounting concepts and principles with emphasis on preparations and reporting of financial information. *Prerequisite*: Accounting271.

Accounting 331. Cost Accounting. (F)(3)
Concepts of cost and methods in developing information for use by management in decision making process. The course is an analysis of costing from products, projects, and management control. *Prerequisite*: Accounting 272.

Accounting 335. Commerce in Literature. (S)(1)
Commerce-based literature will be discussed to promote the understanding of the texts in their historical, social, and cultural contexts. *Prerequisite*: BUAD 151, 304, 306; Junior Standing.

Accounting 371. Intermediate Accounting I. (F)(3)
Accounting topics include the income statement, balance sheet and change in owners' equity statements. Cash receivables, inventories, plant, investments and intangible assets are also covered. *Prerequisite*: Accounting 272.

Accounting 372. Intermediate Accounting II. (S)(4)
Continuation of Accounting 371 covering current liabilities, contingent liabilities, long-term liabilities, accounting for income taxes, and owners' equity. State of Change in Financial Position, financial statement analysis and the impact of changing prices are also covered. This course includes a lab to integrate quantitative analysis, computer skills and written and oral communication skills. *Prerequisite*: Accounting 371.

Accounting 374. International Accounting & Finance. (S)(3)
This is a comprehensive course that focuses on the international forces and constraints on the financial function of the multinational entity and is organized to provide a background in the international environment. Focus is on the management of short-and long-term international assets with particular attention given to direct investment decisions and on financing international operations with emphasis of the impact of accounting standards and practices on such decisions. Emphasis on current issues will provide the student with a familiarity of emerging issues in international accounting and taxation and in the international financial system. *Prerequisites*: ACTG 272, BUAD 151, 304, 306.

Accounting 376. Tax Accounting. (S)(3)
Fundamental study of the federal income tax structure with emphasis upon the taxation of individuals. Included is an introduction to taxation of corporations and partnerships as well as administrative procedures and research. *Prerequisite*: Accounting 272.

Accounting 421. Business Logistics (F)(3)
A study of the broad field of logistics. A major emphasis will be the nature of distribution and handling of materials in domestic and international markets. A systems approach to transportation, warehousing, material handling, packaging, customer service, and procurement will be studied, as it impacts the basic functions of business. (Students cannot receive credit for both MKTG 421 and ACTG 421.)

Accounting 430. Accounting Theory. (F)(3)
This course covers current accounting literature, including publications of the American Institute of Certified Public Accountants (AICPA), the Financial Accounting Standards Board (FASB), and the Securities and Exchange Commission (SEC). *Prerequisite*: Accounting 372.

Accounting 433. Auditing. (S)(3)
This course serves as a capstone course for Accounting majors. Topics covered include discussion of the ethics and liability of the verification, analysis, interpretation of accounting records, issuance of audit reports and other reports by CPAs. *Prerequisite*: Accounting 372, Business Administration 304, 305, 306 and senior standing. This course must be taken at Union College. Students must earn a grade of "C" or higher in this course.

Accounting 435. Current Journal Readings. (F)(1)
Intensive study focusing on current research literature of a topic arising out of the years of study, the major, and the minor. Students will present a final written and oral presentation based on the application of learned material to current research. *Prerequisite*: BUAD 151, 304, 305, 306; Senior Standing.

Accounting 471. Advanced Accounting. (F)(3)
This course is an advanced in-depth discussion of accounting for joint ventures, consolidated statements, and inter-company transactions. *Prerequisite*: Accounting 372.

Accounting 472. Not-for-Profit & Fund Accounting. (S)(3)
This course covers governmental and not-for-profit accounting, interim and segmental reporting, multi-national accounting, and insolvency. *Prerequisite*: Accounting 372.

Accounting 485. Accounting Internship. (on demand)(1-6)
Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a credit/fail basis only.

Accounting 488. Accounting Seminar. (on demand)(3)
This is an advanced course on selected topics of interest in the field of Accounting. Titles may include Accounting Ethics, Advanced Taxes, and other current topics. *Prerequisites*: Business Department major/minor with Junior or Senior standing and 21 credit hours in business courses or permission of the instructor

Individual courses may have specific prerequisites that must also be met.

Business Administration

Business Administration 151. Business Processes. (F, S)(4)
Business processes, forms of business ownership, marketing, human resource management, finance, and government regulations are discussed in an overview of organizations. Basic business skills of communication, computer keyboarding, software applications, business behavior and professionalism, group processes, business math and basic quantitative analysis are emphasized. A lab is included in the course to offer further integration of basic business skills with hands-on applications. Course must be taken at Union College.

Business Administration 304. Financial & Quantitative Analysis. (F)(4)
This course introduces managerial finance as a functional area of business, including financial analysis, working capital practices, capital budgeting, corporate valuation, cost of capital and capital structure while building upon the quantitative analysis associated with the managerial financial activities of an organization in global and ethical environments. Financial and quantitative analysis will be presented in written and oral communication mediums along with the expanded use of computer application packages. A lab is included in the course to offer further integration of basic business skills with hands-on applications. *Prerequisites*: BUAD 151, ACTG 272.

Business Administration 305. Marketing & Qualitative Analysis. (F)(4)
This course introduces marketing as a functional area of business, including the movement of goods and services from producer to consumer while examining the functions of the marketing process, marketing institutions, channels of distributions, legal aspects, and policy considerations. Research, quantitative and qualitative analysis associated with the marketing activities of an organization in the global and ethical environments will be studied. Marketing, quantitative, and qualitative analysis will be presented in written and oral communication mediums along with the expanded use of computer application packages. A lab is included in the course to offer further integration of basic business skills with hands-on applications. *Prerequisite*: BUAD 151, ACTG 272.

Business Administration 306. Managerial & Leadership Analysis. (S)(4)
This course introduces management and leadership as a functional area of business, including the development of organizational plans, policies, and procedures and provides exposure to basic theoretical developments in management and leadership thought. Research and theoretical analysis associated with management activities of an organization in the global and ethical environments will be studied. Management and leadership analysis will be presented in written and oral communication mediums along with the expanded use of computer application packages. A lab is included in the course to offer further integration of basic business skills with hands-on applications. *Prerequisite*: BUAD 151, BUAD 304.

Business Administration 315. Legal & Ethical Environment of Business. (F)(3)
This course sensitizes students to the ethical implications of business activity and provides a theoretical framework within which responsible decisions can be made. The course relates the ethical considerations and legal principles of the corporations' responsibility to society. The traditional legal environment topics, such as judicial reasoning, administrative law, antitrust law, contracts, torts, agencies, real and personal property, leases, bankruptcy, and business-related laws are discussed. *Prerequisite*: BUAD 151.

Business Administration 320. Industry Analysis. (on demand)(3)
This course explores the tools and resources necessary to complete industry analyses for public and private organizations. Identification, classification, and resource access are studied.

Business Administration 335. Commerce in Literature. (S)(1)
Commerce-based literature will be discussed to promote the understanding of the texts in their historical, social, and cultural contexts. Prerequisite: BUAD 151, 304, 305; Junior Standing.

Business Administration 361. Corporate Financial Analysis. (S)(3)
This is an advanced financial case analysis course which will examine complex financial models and scenarios. This course will draw heavily upon the many financial concepts and theories covered in Business Administration 304. Topics will include: financial planning, networking capital financing, merger and acquisitions, and international managerial financial analysis. *Prerequisite*: Business Administration 304.

Business Administration 372. Human Resource Management. (S)(3)
Using a system-process model, this course discusses the various subsystems (recruitment, selection,

compensation, task specification, etc.) which fall under the responsibility of the HRM function. The subsystems are designed to provide for the efficient and effective utilization of human resources in business concerns. *Prerequisite*: Business Administration 306.

Business Administration 374. Operations Management. (F)(3)

This course utilizes the operations management decision making wheel components of quality, process, capacity, inventory, and workforce to analyze and solve both production and service enterprise problems. Topics include product management and control, process flow analysis, environment layout, forecasting, materials requirements planning, and performance improvement. *Prerequisite*: Business Administration 306

Business Administration 376. Small Business Management. (S)(3)

This course provides the tools for establishing a successful small business venture. As an applied course, students will actually begin and implement a small business by developing a business plan that includes the business purpose, competitive advantage, marketing plan, management team, facility location, and financial requirements. *Prerequisite*: ACTG 271, BUAD 151.

Business Administration 400. Organizational Behavior & Teamwork Dynamics. (F)(3

This course responds to the increasing need for cooperative skills in projects, concurrent design and engineering, interdepartmental committees, quality circles, self-managed work teams, and relationship selling. Areas to be covered include: small group dynamics; team building; cohesiveness; trust; power; role constrain facilitative communication; and conflict resolution. Teams will perform in simulated work environments and analyze cases. *Prerequisites*: BUAD 306.

Business Administration 402. Business Protocol. (F)(3)

This is a study of domestic and international protocol procedures for conducting business in a global society. This course will examine customs, courtesies, lifestyle, the people, and a nation's history and government. *Prerequisite*: At least 15 hrs. in Department of Business; Junior or Senior standing. (Odd years only).

Business Administration 404. Investments. (S)(3)

Intermediate discussion of stocks, bonds, and other investments, analysis of the theories of investing, return and risk valuation of stock. The course will culminate in the management of a portfolio for various investment alternatives. *Prerequisite*: Business Administration 304. (Even years only).

Business Administration 420. Training and Development (S) (3)

This course examines the theories, issues, trends, and methods involved in providing training and developme for adult learners in a business organization. The course will cover training/development program design, needs and task analysis, presentation methods, and program evaluation. (Odd years only.) (Students cannot receive credit for both BUAD 420 and CIS 420)

Business Administration 435. Current Journal Readings. (F)(1)

Intensive study focusing on current research literature of a topic arising out of the years of study, the major, a the minor. Students will present a final written and oral presentation based on the application of learned materi to current research. *Prerequisite*: BUAD 151, 304, 305, 306; Senior Standing.

Business Administration 451. Strategic Decisions. (F,S)(4)

A capstone course for Business Administration majors which attempts to bring together knowledge acquired all of the functional areas of business (accounting, economics, finance, management, marketing and technology). Strategic decision making models will be introduced to develop the implementation of functional knowledge to life situations. A lab is included in the course to offer further integration of basic business skills with hands-on applications. *Prerequisite*: Senior status in the Business Administration or Sports Management program and the successful completion of Accounting 272, Business Administration 151, 304, 305, 306, Economics 203, 204. This course must be taken at Union College during the last semester of courses. Student must earn a grade of "C" or higher in this course.

Business Administration 485. (on demand)(1-6)

Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a credit/fail basis only.

Business Administration 488. Business Seminar. (on demand)(3)

An advanced course of selected topics of interest in the field of Business Administration. *Prerequisite*: Busine Department major or minor with junior or senior standing and 21 credit hours in business courses.

Business Education

Business Education 431. Office Systems. (S, on demand)(3)
Emphasis is placed on an information systems approach of office proficiency, records management, internal and external office communications, information processing and administrative support services. *Prerequisite*: Business Administration 151.

Business Education 462. Methods of Teaching Business and Marketing Subjects. (F, on demand)(4)
A study of the methods, materials, and objectives in teaching business and marketing subjects in the middle and secondary school. Discussion includes teaching strategies such as questioning, lecturing, problem-solving, constructing lesson objectives, constructing valid and reliable tests, interpreting test scores and presenting lectures on video tape. *Prerequisites*: Admission to Teacher Education Program and junior standing. Students must have at least 12 hours from the Union College Department of Business. Transfer students must have permission of the instructor to take this course. This course must be taken at Union College.

Computer Information Systems

Computer Information Systems 151. Technology Processes (F,S) (2)
This course develops conceptual tools for solving problems with technology and explores roles of technology in organizations. Reasoning skills such as those required to solve problems through system design and to write computer programs will be developed and enhanced through the readings, discussions, and projects. This course is divided into several modules: Computer Architecture, Hardware & Systems Software, Telecommunications, Systems Analysis & Design, and Problem Solving & Programming Concepts.

Computer Information Systems 241. Advanced Applications & Hardware. (on demand)(3)
A study of the advanced microcomputer applications, including a spreadsheet, database and web-page design. An advanced examination of applications for microcomputers and the role these applications play in meeting information needs will be covered. *Prerequisite:* COMP 151 or demonstrated computer proficiency with instructor approval.

Computer Information Systems 250. VISUAL BASIC Programming. (S)(3)
A study of the VISUAL BASIC programming language including problem definition, flowcharting, and solving problems that are adaptable to business and/or science applications. Laboratory work designed to illustrate the basic principles of structured programming in VISUAL BASIC will provide hands-on experience on microcomputers. *Prerequisite*: Mathematics 110 or higher. Computer proficiency/Business Administration 151 and Computer Information Systems 151 recommended.

Computer Information Systems 330. Analysis & Logical Design. (S)(3)
Students with information technology skills will learn to analyze and design information systems. This course will study a range of methodologies used in analysis and design. *Prerequisites:* Computer Information Systems 241.

Computer Information Systems 350. Intermediate Programming. (F)(3)
An examination and study of fundamental principles and structured programming used to solve problems in business and the mathematics/science fields. Major topics include problem definition, flowcharting and design/implementation documentation. Specific programming languages may vary to meet current needs and trends, but may include Advanced COBOL, C, C++, or other structured programming languages. *Prerequisite*: Computer proficiency, a programming language, and Mathematics 131.

Computer Information Systems 420. Training and Development (S) (3)
This course examines the theories, issues, trends, and methods involved in providing training and development for adult learners in a business organization. The course will cover training/development program design, needs and task analysis, presentation methods, and program evaluation. (Odd years only.) (Students cannot receive credit for both CIS 420 and BUAD 420.)

Computer Information Systems 425. Network & Telecommunications. (F)(3)
An in-depth study of data communications and networking requirements, including technologies, hardware, and software. Emphasis is upon the analysis and design of networking applications in organizations and the management of telecommunications networks. *Prerequisite*: Computer Information Systems 330 and 350.

Computer Information Systems 450. Advanced Programming. (S)(3)
An advanced study of programming software used in society. Focus will be centered on current or leading edge programs that will better prepare students for employment in the technology fields. Languages may include Visual C++, Java, and others. *Prerequisite*: Computer Information Systems 350, with others determined by specific language used.

Computer Information Systems 485. Computer Internship. (on demand)(1-6)
Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a credit/fail basis only.

Computer Information Systems 488. Computer Seminar. (on demand)(3)
An advanced course of selected topics of interest in the field of Computer Information Systems. *Prerequisite*: Credit hours in business courses, with other prerequisites determined by specific topics.

Marketing

Marketing 272. Personal Selling. (F)(3)
The interpretation of sales techniques and methods, prospecting customers, interviews, sales presentations, demonstrations, and closing the sale are presented.

Marketing 322. Consumer Behavior. (S)(3)
A study of the factors and principles that govern behavior and decision making patterns in the consumer marketplace. Students will study behavior that consumers display in searching for, purchasing, using, evaluating, and disposing of products, services and ideas. *Prerequisite*: Business Administration 305. (Even years only)

Marketing 370. Advertising. (S)(3)
This course provides an overview of the social, economic, and marketing environment in which advertising functions. This course will provide an in-depth coverage of advertising activities as they relate to consumer-driven mass media marketing activities. The course will focus on advertising planning and management as well as media strategies available to organizations. *Prerequisite*: Business Administration 305.

Marketing 372. Public Relations. (F)(3)
This course provides a broad understanding of the various elements of an integrated marketing communications program, with a concentration on the role of public relations. *Prerequisite*: BUAD 305.

Marketing 400. Marketing Management. (S)(3)
This course examines the marketing management process and the role it plays as a bridge between buyers and sellers. The role of marketing managers as they develop, price, distribute, and promote goods and services is discussed. The use of marketing to solve business problems and achieve strategic goals is emphasized. *Prerequisite*: BUAD 304, 305, 306.

Marketing 421. Business Logistics. (F)(3)
A study of the broad field of logistics. A major emphasis will be the nature of distribution and handling of materials in domestic and international markets. A systems approach to transportation, warehousing, material handling, packaging, customer service, and procurement will be studied, as it impacts the basic functions of business. (Students cannot receive credit for both MKTG 421 and ACTG 421.)

Marketing 485. Marketing Internship. (on demand)(1-6)
Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement the student has attained Junior or Senior status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a credit/fail basis only.

Marketing 488. Marketing Seminar. (on demand)(3)
An advanced course of selected topics of interest in the field of Marketing. *Prerequisite*: Business major/minor with junior or senior standing and 21 credit hours in business.

Department of Educational Studies

Robert Swanson, Dean of Education
Carol Clouse, Director of Student Teaching
Zelma Collins, Secretary

Majors: Elementary Education, Middle Grades Education, Secondary Education, Special Education.

The Educational Studies program at Union College offers undergraduate certification programs at the Elementary, Middle Grades, Secondary and Special Education levels. Graduate work in education, leading to a Master's degree or Rank I is described in the Graduate Catalog.

The undergraduate programs in Educational Studies have as their primary objective the preparation of well-educated teachers for public and private schools in Kentucky and the nation. The teacher education programs described on the following pages prepare the student to receive a Baccalaureate degree and, upon recommendation of the College, a Kentucky teacher's certificate. A student who wishes to teach in a state other than Kentucky should determine certification requirements in that state, and plan a program accordingly. Information on certification requirements in other states is available in the Career Planning and Placement Office.

Students preparing for teacher certification must be admitted to the Teacher Education Program. Up to nine hours of Education courses – they are EDUC 231, 232, 233, 351 and 352 – may be taken prior to admission to Teacher Education. In Special Education, SPED 201 can be taken prior to admission to Teacher Education. Graduates continuing their professional preparation through the Graduate Studies Program and seeking initial certification must also be admitted to the Teacher Education Program and fulfill the requirements described in this catalog.

In conjunction with the graduate program an **Alternative Certification** track is available for those who have been hired by a school system under emergency certification. Applicants for this program should call the Educational Studies department for program details.

Teacher education at Union is an outgrowth of the liberal arts foundation of the college. We believe that a liberal arts education will strengthen prospective teachers giving them the intellectual resources needed in today's classrooms. Augmenting the **Liberal Education Core** taken by all students, Teacher education incorporates in its programs culturally important readings and films that have helped to shape our society.

Technology is also a component of the program. A disk-based **Electronic Student Portfolio** will follow the student from the first course in Education through student teaching. Students will set up their portfolios early in the program, and develop their ESPs, collecting outstanding examples of the work for faculty assessment.

Attention: the Teacher Education program is subject to regulations established by the State Department of Education and the Professional Standards Board. Those standards may supersede what is printed in this catalog. Students are strongly urged to talk with their Teacher Education advisor before registration each semester.

Vision of the Teacher Education Programs

The theme, "Educators model what it means to be an educated person" provides a unifying perspective to bring together the various components of the initial educational programs at Union College. It implies thoughtful design and implementation of the various programs in order to provide comprehensive and coordinated experiences for all students. The unit has developed a vision that serves as criteria for the quality and conditions for its undergraduate and graduate programs. These professional education programs have been designed to meet the following criteria:

- Rich and rigorous content based on the liberal arts, teaching and learning.
- A qualified and diverse faculty that models the merits of education, presenting not only expertise in their areas but also broad-based cultural knowledge that educated men and women should display.
- High standards and expectations built on current best practices as defined by Kentucky's nine New Teacher Standards.
- Current, research-based approaches to teaching and learning.
- Application of current technology for developing students' knowledge, understandings, and skills.
- Attention to building a learning community for students that supports their ongoing development prior to certification and sustains it in their work
- Strong links with area schools, including professional development, to achieve mutual goals and interests.
- A variety of meaningful field experiences; including action research projects.
- Continuous assessment for improvement and for judging the impact of the program on pre-service and practicing teachers and their students.
- Recognition of the importance of diversity in education, helping students to appreciate the importance of diverse classrooms and faculty.
- Professional attitudes and dispositions that encourage reflective thinking, effective decision making, and collaboration that prepare teachers for a variety of leadership roles.
- Faculty professional development through conference attendance, publishing and presentations.

TEACHER EDUCATION PROGRAM GOALS AND CRITERIA

Through the Teacher Education Committee the College community has developed a set of goals for the program. These goals take the form of competency descriptors in the categories of content knowledge, professional knowledge, professional abilities, and professional dispositions. All graduates of the various programs must show competency in these categories. Thus, graduates will possess the knowledge, skills, abilities, and dispositions necessary for effective instruction, administration and supervision. The goals listed below are a direct extension of the College's current vision and mission statements:

1. General studies and content knowledge
    - Demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas
    - Connects knowledge of the certified academic areas to real life situations
2. Professional knowledge

- Develops a historical perspective of the purposes, functions, and aims of American education
- Applies principles of human growth and development to instruction
- Possesses knowledge of educational psychology/theories of learning
- Uses various instructional strategies that can challenge, motivate, and actively involve learners.
- Has knowledge of special needs students
- Understands the professional/ethical role of the teacher
- Develops a personal teaching philosophy

. Professional abilities

- Designs/plans instruction that develops the student's ability to apply knowledge, skills, and thinking processes.
- Creates/maintains learning climates that promotes the success of all students by advocating, nurturing, and sustaining an environment conducive to student learning.
- Implements/manages instruction that promotes the success of all students
- Assesses learning and communicates results to students and others in order to increase student learning.
- Reflects on and evaluates specific teaching/learning situations and/or programs
- Collaborates with colleagues/parents/others to design, implement, and support learning programs that develop student abilities.
- Evaluates their own overall performance in relation to the unit's theme/vision to expand their teaching repertoire to facilitate student achievement.
- Uses technology to support instruction.

. Professional dispositions

- Displays appropriate personal/professional behavior
- Shows consistent sensitivity to individual academic, physical, social, and cultural differences and respond to all students in a caring manner.
- Is receptive to change/new ideas and committed to reflection, assessment, and learning as an ongoing process.
- Is committed to the proposition that all students can learn at high levels and persists in helping all children achieve success.
- Communicates a high level of standards, expectations, and performances. The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
- Demonstrates a positive attitude toward learning as a life long process, including professional growth.
- Incorporates teaching strategies that address physical, social and cultural diversity
- Values the use of educational technology in the teaching and learning process.
- Assesses learning and communicates results to students and others in order to increase student learning.
- Reflects on and evaluates specific teaching/learning situations and/or programs
- Collaborates with colleagues/parents/others to design, implement, and support learning programs that develop student abilities.
- Evaluates their own overall performance in relation to the unit's theme/vision to expand their teaching repertoire to facilitate student achievement.
- Uses technology to support instruction.

Kentucky Professional Standards Board Standards

The Kentucky Professional Standards Board was established as part of the 1990 Kentucky Education Reform Act as the standards and accreditation agency for Kentucky teachers and administrators as well as for the program of education at Kentucky colleges and universities. The Board has adopted nine standards for beginning teachers. The goals of the Union College Teacher Education Program support and expand upon these **New Teacher Standards**:

1. The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
2. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
6. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
7. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
8. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
9. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Requirements for Admission to the Teacher Education Program

1. Student admitted to Union College.
2. Student files an application for admission to the Program.
3. Student signs a statement indicating his or her adherence to the Kentucky Education Professional Standards Board Code of Ethics.
4. Student completes Critical Dialogues I and II (or equivalent) with a semester grade of C or better in both courses.
5. Student completes Education 231, Schooling in American Culture, and Education 232/233, Early Involvement Seminar/Practicum, with a semester grade of "C" or better in both courses.*
6. Student presents four recommendations from faculty members, including one from the Education Department, one from their major area of study, and two others, prior to the Teacher Education Interview.
7. Student demonstrates General Education Proficiency in one of the following ways:
   A. The state approved minimum scores on the PRAXIS I: Pre-Professional Skills Test (PPST). Students must take the tests in Reading, Mathematics, and Writing. Scores from either the

Regular or Computer version of the PPST are acceptable. Praxis passing scores are set by the State Department of Education. Students with an ACT below 21, or below the minimum scores on the other tests must retake the test achieving the target score before admission to the Teacher Education program is granted.

B. A minimum composite score of 21 on the Enhanced American College Test (ACTE); or a minimum score of 970 on the Scholastic Aptitude Test (SAT); or a 400 on the Graduate Record Exam and a GPA of 2.50 or better.

8. Student completes a minimum of 30 college credit hours with a grade point average of 2.50 or better. (NOTE: Transfer students must have a 2.50 cumulative GPA for all work completed at Union College, if any, as well as an overall academic standing of 2.50, including all accepted transfer credits and Union College credits.)
9. Pass a Teacher Education Interview, which evaluates the individual's dispositions and ability to communicate orally.
10. Student submits an up-to-date criminal record check to the Department.
11. Students completes an essay, titled "Why I Want To Be A Teacher," to validate writing proficiency.
12. The Teacher Education Committee, consisting of representatives of most disciplines must approve applicants.

The Education office has an admission packet with all necessary forms.

*Students are not eligible for Education courses beyond those listed above until admitted into the Teacher Education program.

Requirements for Admission to Student Teaching

Students requesting admission to student teaching must meet all eligibility requirements (full listing obtained from the Department) and must be approved by the Director of Student Teaching and the Teacher Education Committee. Students are not eligible to begin student teaching until completion of the following:

1. Admittance to the Teacher Education Program.
2. Completed application for student teaching by mid-term of the semester immediately preceding the term in which student teaching will occur.
3. Validation of writing proficiency.
4. Senior standing with at least 90 semester hours of credit with a minimum cumulative GPA of 2.50 at Union College (UC coursework only), and a minimum cumulative GPA of 2.5, including all UC coursework and all accepted transfer work, if applicable. In addition, a minimum GPA of 2.50 in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan, and a minimum GPA of 2.50 in the teaching area or major are also required.
5. At least 75% of all courses successfully completed in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan, and 75% of all courses successfully completed in the teaching area or major. The appropriate Methods and Materials course (Education 432, 436 or 452) must also be completed with a grade of "C" or better.
6. Moral, social and ethical behavior that meets requirements of the College and the Kentucky Education Professional Standards Board, and a signed Kentucky Teachers' Code of Ethics statement to support such behavior.
7. Submission of a current medical examination (within the preceding 12 months) and a current tuberculosis test within the preceding twelve months.
8. Submission of a current criminal record check within the preceding twelve months and documentation of tort liability insurance coverage or waiver (it should be noted that some school systems require crime checks for the preceding 6 months).

9. Completion of institution prerequisites for time in residence and pre-student teaching field experiences (minimum of 81 hours of field-based observation and participation), and submission of a preliminary student teaching agreement (contract) with all necessary signatures.

The curriculum plans for Teacher Education are divided into three components:
Pre-professional
Professional
Academic/Content
All of these components individually require a GPA of 2.50.

No earlier than the final year of preparation for certification students must take the Praxis II test in the area and level that the student plans to teach. This test is required by the State Department of Education and they set the passing score. Most students take the test just prior to or during student teaching. You cannot be certified without Praxis II scores. Student Support Services provides study guides and test-taking strategies for both the Praxis I and Praxis II.

Elementary Education Curriculum

Elementary Education (P-5) majors need both a biological and a physical science course; each must include a laboratory. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

I. Pre-professional Courses for students preparing to teach Elementary Education (P-5). Minimum GPA of 2.50 required.

A. Union College Liberal Education Core (OR General Education transfer equivalency). Carefully read the Core requirements given in this catalog. Students should meet with their advisors to check if all Core requirements are being met.

B. Multicultural Studies (3): further multicultural options are available each semester. The Education Studies department will distribute a list of approved courses. These courses may be selected from other disciplines.

C. Psychology 200 – Introduction to Psychology (3)
D. Physical Education 261 – Physical Education In the Elementary School (3)
E. Education 271 –Teaching Art in the Elementary School (3)
F. Mathematics 203 – Math for Elementary School Teachers I (3)
G. Mathematics 204 – Math for Elementary School Teachers II (3)
H. English/Communications 351 – Critical Study of Children's Literature (3)
I. Music 373 – Elementary School Music (3)
H. Computer Information Systems 150 Technology Processes (2)

II. Professional Preparation for students preparing to teach Elementary Education (P-5). The following requirements cannot be met by CLEP, independent study, or pass/fail options. A grade point average of 2.50 is required, and no grade below "C" is acceptable. To be eligible for Student Teaching (EDUC 433), nine of the remaining twelve courses, including EDUC 432, Methods and Materials must be completed.

A. Education 231 –Schooling in American Culture (3)
B. Education 232 – Early Involvement Seminar (2)
C. Education 233 – Early Involvement Practicum (1)
D. Education 341 – Methods of Teaching Mathematics in the Elementary School (3)

(*Prerequisites: Admission to Teacher Education; Mathematics 203 and 204*)

E. Education 342 – Teaching Science in the Elementary Grades (3)
(Prerequisite: Admission to Teacher Education; Core Science Requirement)

F. Education 351 – Human Growth and Development (3)

G. Education 361 –Literacy in the Elementary School (3)
(Prerequisite: Admission to Teacher Education)

H. Education 362 – Teaching Reading in the Content Subjects (3)
(Prerequisite: Admission to Teacher Education)

I. Education 432 – Methods and Materials in the Elementary School (4)
(Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching)

J. Education 433 – Supervised Student Teaching in the Elementary School (12)
(Prerequisite: Admission to Teacher Education & Student Teaching; fee required)

K. Education 441 – Elementary School Social Studies (3)
(Prerequisite: Admission to Teacher Education)

L. Education 460 – Learning Theories for Educators (3)

M. Education 488 – Professional Interaction in the Schools (3)
(Prerequisite: Admission to Teacher Education)

N. Special Education 321 – Survey of Exceptionalities (3)
(*Prerequisite: Psychology 200*)

III. Academic Emphasis. The academic emphasis component must include 21 semester hours in one of the following five options. Minimum GPA of 2.50 required.

A. English/Communications:

ENCO 221 – Introduction to Mass Communication (3)
ENCO 222 – Introduction to Critical Studies (3)
ENCO 311 – Intermediate Composition (3)
ENCO 321 – Advanced Public Speaking (3)
ENCO 351 – Critical Study of Children's Literature (3)
ENCO 421 – History of the English Language (3)
ENCO – Elective (3)

B. Fine Arts/Humanities:

EDUC 271 – Elementary School Art (3)
Music 121 – Intro to Music (3)
Theater 131 Intro to Theatre (3)
Physical Education 275 Elementary Movement Forms (3)
Experiences in theater or music to equal 3 credit hours (3)
One Elective at the 300+ level (3)
Music
Art
Theatre
Select one of the following: (3)
THTR 365 History of Theatre to 1642
THTR 366 History of Theatre since 1642
HIST 351 Reformation and Its Legacy
HIST 352 Enlightenment and Its Legacy

C. Mathematics Studies:

Mathematics 110 – Topics in Contemporary Mathematics	(3)
Mathematics 131 – College Algebra	(3)
Mathematics 203 – Math for Elementary School Teachers	(3)
Mathematics 204 – Math for Elementary School Teachers	(3)
Mathematics 301 – Principles of Geometry	(3)
Behavioral Science 245 –Basic Statistics	(3)
Mathematics Elective (200 level or above)	(3)

D. Sciences:

Biology 111 –General Biology	(4)
Select one course:	(4)
Biology 232 – General Zoology	(4)
or Biology 233 – General Botany	(4)
General Science 471 – Science Seminar	(1)
An appropriate Earth Science (Must be approved by Education Department)	(4)
Physics 111 and 113 – College Physics and Lab	(4)
Select one of the following groups:	(4)
Physics 112-114 – College Physics and Lab	(4)
or Chemistry 111-131 – General Chemistry and Lab	(4)

E. Social and Behavioral Sciences

Geography 101 – Introduction to Geography	(3)
History 211 Topics in World History	(3)
History 311 – U.S. History to 1840, **or**	(3)
History 312 – U.S. History Since 1840-1919	
Anthropology 221 – Introduction to Cultural Anthropology, **or**	(3)
Sociology 131 – Introduction to Sociology	
Political Science 101 – American National Government, **or**	(3)
Political Science 231 International Politics	
Economics 203 – Macroeconomics, **or**	(3)
Economics 204 – Microeconomics	
Select one 300+- level elective from History, Political Science, or Sociology	(3)

Middle Grades Education Curriculum

Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

I. Pre-professional Course for students preparing to teach in the Middle Grades (5-9). A grade Minimum GPA of 2.50 required.

A Union College Liberal Education Core (OR General Education transfer equivalency). Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.

B. Multicultural Studies (3): further multicultural options are available each semester.

C. Psychology 200 – Introduction to Psychology

D. Computer Information Systems 150 Technology Processes

I. Professional Preparation for Middle Grades Teachers (5-9). The following requirements annot be satisfied by CLEP, independent study or the Pass/Fail option. A grade point average of 2.50 s required, and no grade below "C" is acceptable. To be eligible for Student Teaching (EDUC 443), ine of the remaining eleven courses, including EDUC 436, Methods and Materials must be ompleted.

A. Education 231 – Schooling in American Culture (3)
B. Education 232 – Early Involvement Seminar (2)
C. Education 233 – Early Involvement Practicum (1)
D. Education 361 –Literacy in the Elementary School (3)
(Prerequisite: Admission to Teacher Education)
E. Education 362 – Teaching Reading in the Content Subjects (3)
(Prerequisite: Admission to Teacher Education)
F. Education 370 – Curriculum Development for the Middle Grades (3)
(Prerequisite: Admission to Teacher Education)
G. Education 436 – Methods and Materials for the Middle Grades (4)
(Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching)
H. Education 443 – Supervised Student Teaching in the Middle Grades (12)
(Prerequisite: Admission to Teacher Education & Student Teaching; fee required)
I. Education 460 – Learning Theories for Educators (3)
(Prerequisite: Psychology 200.)
J. Education 488 – Professional Interaction in the Schools (3)
(Prerequisite: Admission to Teacher Education)
K. Special Education 321 – Survey of Exceptionalities (3)

II. Teaching Fields. Each student will complete a minimum of 24 semester hours in two fields of tudy. The Kentucky Department of Education has established a new single subject, major or area ption. Please see your advisor for details. Minimum GPA of 2.5 required in each teaching field.

A. English and Communication:
ENCO 221 – Introduction to Mass Communication (3)
ENCO 222 – Introduction to Critical Studies (3)
ENCO 311 – Intermediate Composition (3)
ENCO 321 – Public Speaking (3)
ENCO 352 – Literature for Adolescents and Young Adults (3)
Choose One:
ENCO 341 – Literary Types (3)
ENCO 342 – Texts in History Since 1850 (3)
ENCO 421 – History of the English Language (3)
ENCO 432 – Public Discourse in History (3)

B. Science:
Biology 111, 233, and 232 or 330; Physics 111 and 113, or 211 and 213;and an appropriate earth science course. One of the following sequences of courses: Physics 112 and 114 or Chemistry 111 and 131.

C. Social Studies:
History 311 and 312, Geography 101, Political Science 101 or 110, Economics 203 or 204, Sociolog 131 or Anthropology 221, one non-U.S. History course, a 300+ level elective from Economics, History, or Sociology.

D. Mathematics:
Mathematics 110, 131, 203, 204, 241, 301, Behavioral Science 245 and one mathematics elective (241 or above)

F. Special Education: Learning and Behavior Disorders K-12 (27)
Special Education 321, 323, 325, 327, 328, 329, 401, 403, plus Math 203, 204, and Art 271 or Music 373

Secondary Education Curriculum

Union College offers a variety of certification areas for secondary students. The Commonwealth of Kentucky does not define academic "major." In accordance with state certification regulations, students wishing to teach at the secondary level must complete preparation in a standards-based format that is equivalent to a major (e.g., teaching fields, specializations). Further, the student must have a minimum grade point average for certification of a cumulative 2.50 on a 4.00 scale on the last 60 hours of credit completed. Union College offers programs that lead to secondary certification (grades 8 – 12) in the following: Biology, Chemistry, Physics, English/Communication Mathematics, and Social Studies. Multi-grade certification is available in Physical Education (P-12), Health (P-12). See appropriate sections of catalog for details. Appropriate PRAXIS test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

I. Pre-professional Course for students preparing to teach Secondary Education (8-12). This course cannot be satisfied by CLEP or pass/fail options. Minimum GPA of 2.50 required.

A. Union College Liberal Education Core (OR General Education transfer equivalency).
B. Multicultural Studies (3): further multicultural options are available each semester.
C. Psychology 200 – Introduction to Psychology
D. Computer Information Systems 150 Technology Processes

II. Professional Preparation for Secondary Teachers (8-12). CLEP, Independent Study or the Pass/Fail option will not satisfy these requirements. A grade point average of 2.50 is required and no grade below a "C" is acceptable. To be eligible for student teaching, 75% of the courses in the major or area must be completed, and six of the following seven courses, including EDUC 452, Methods and Materials must be completed.

A. Education 231 –Schooling in American Culture (3)
B. Education 232 – Early Involvement Seminar (2)
C. Education 233 – Early Involvement Practicum (1)
D. Education 452 – Methods and Materials in the Secondary School (4)
(Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching)
E. Education 453 – Supervised Student Teaching in the Secondary School (12)
(Prerequisite: Admission to Teacher Education & Student Teaching; fee required)
F. Education 460 – Learning Theories for Educators (3)
(Prerequisites: Psychology 111 and admission to teacher education.
G. Education 488 – Professional Interaction in the Schools (3)

(Prerequisite: Admission to Teacher Education)

H. Special Education 321 – Survey of Exceptionalities (3)

I. Education 362 –Teaching Reading in the Content Subjects (3)
(Prerequisite: Admission to Teacher Education)

Degree in Secondary Education with a Major in English/Communication

Students preparing to teach high school English must complete the English/Communication major (found on page 55), which must include ENCO 352. In addition, they take Education 362 and complete the requirements for secondary teacher certification outlined in the Education Department section. Experiences in theatre or journalism (for example, THTR 180 Theatre Practicum or participation in *Express Online*) are also valuable to prospective high school English teachers and are strongly recommended. **Note:** To meet the major and certification requirements in four years, some summer courses will be necessary.

Social Studies Certification:

The requirements leading to certification in social studies are a minimum of 48 semester hours to include 21 semester hours in history, including History 211, 212, 311, 312 and one of HIST 301or 302. Twenty-one credit hours must come from the following: six hours economics (ECON 203 & 204), three hours anthropology (ANTH 221 or ANTH 251), three hours geography, six hours political science, and three hours sociology (SOCI 131). An additional six hours of 300+ electives are required

Special Education Curriculum

Union College offers a major in Special Education leading to certification in Learning and Behavior Disorders (P-12). Appropriate PRAXIS tests must be successfully completed for certification. Majors are required to take both a biological and physical science course; one must include a lab. Also, see requirements for admission to student teaching.

General Requirements

1. Union College Liberal Education Core (OR General Education transfer equivalency). Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.
2. Multicultural Studies (3): further multicultural options are available each semester. The Educational Studies department will distribute a list of approved courses. These courses may be selected from other disciplines.

I. **Pre-professional Courses** for students preparing to teach Special Education (P-12). These courses cannot be satisfied by CLEP, independent study, or pass/fail options. Minimum GPA of 2.50 required.

MATH 203 – Mathematics for Elementary School Teachers I	(3)
MATH 204 – Mathematics for Elementary School Teachers II	(3)
Psychology 200 – Introduction to Psychology	(3)
Choose one of the following:	
EDUC 271– Teaching Art in the Elementary School, **or**	(3)
MUSC 373 – Elementary School Music	
COMP 150 Technology Processes	(2)

I. **Professional Preparation** for Special Education Teachers (P-12). CLEP, Independent Study or

the Pass/Fail option will not satisfy these requirements. A grade point average of 2.50 is required and no grade below a "C" is acceptable. To be eligible for student teaching, seven of the followin nine courses must be completed.

A. Education 231 –Schooling in American Culture (3)
B. Education 232 – Early Involvement Seminar (2)
C. Education 233 – Early Involvement Practicum (1)
D. Education 341 – Methods of Teaching Mathematics in the Elementary School (3)
(Prerequisites: Admission to Teacher Education; Mathematics 203 and 204)
E. Education 351 – Human Growth & Development (3)
F. Education 361 – Literacy in the Elementary School (3)
(Prerequisite: Admission to Teacher Education)
G. Education 362 – Teaching Reading in the Content Subjects (3)
(Prerequisite: Admission to Teacher Education)
H. Education 460 – Learning Theories of Educators (3)
H. Education 488 – Professional Interaction in the Schools (3)
(Prerequisite: Admission to Teacher Education)

Choose one of the following:

I. Education 342 – Teaching Science in the Elementary Grades. **Or** (3)
(Prerequisite: Admission to Teacher Education; Core Science Requirement)
Education 441 Elementary School Social Studies (3)
(Prerequisite: Admission to Teacher Education)
J. Education 433/443/453 Student Teaching in the Special Education Setting (12)
(Prerequisite: Admission to Teacher Education & Student Teaching, fee required)

III. **Special Education Professional Preparation**. These requirements may not be satisfied by CLEP, Independent Study, or the pass/fail option. A minimum 2.5 GPA is required, and no grade below "C" is acceptable. To be eligible for student teaching, six of the following eight courses mu be completed.

A. SPED 321 Survey of Exceptionalities (3)
B. SPED 323 Managing Behavior Problems (3)
C. SPED 325 Assessing Children with Learning and Behavior Problems (3)
D. SPED 327 Individualized Educational Programming (3)
E. SPED 328 Teaching Students with Learning and Behavior Problems (3)
F. SPED 329 Field Experience in Special Education (3)
G. SPED 401 Early Childhood Education for Exceptional Learners (3)
H. SPED 403 Transition Education For Students With Disabilities (3)

Education

Education 231. Schooling in American Culture (F,S)(3)

This course will expose students to the many facets of education, especially teaching. It is designed to help the students make the important decision about a professional career. Students will be guided through the history and philosophy of education, the requirements and responsibilities of the teacher, the nature of the curriculum an introduction to behavioral theory, and social issues that impact schooling.

Education 232. Early Involvement Seminar. (F,S)(2)

A practical course in which students are assigned to a school classroom and meet periodically to discuss and generalize their experiences. The course focuses specifically on the key aspects of the Kentucky Education Reform Act of 1990 and the Kentucky Curriculum Frameworks. Students set-up their web-based Electronic Student Portfolios. To be taken concurrently with Education 231. A $15 fee is charged. Twenty-six hours of fiel experience is required.

Education 233. Early Involvement Practicum. (F,S)(1)

To be taken concurrently with Education 232. Students are assigned to a school classroom and meet periodically to discuss and generalize their experiences. Twenty hours of field experience are required.

EDUC 271 Teaching Art in the Elementary School (F,S)(3)

A studio course involving many kinds of art projects in media suitable to and practicable for elementary grades.

Education 341. Methods of Teaching Mathematics in Elementary School. (S)(3)

Modern methods and materials for teaching mathematics in the elementary school. *Prerequisite: Admission to Teacher Education, Mathematics 203-204.*

Education 342. Teaching Science in the Elementary Grades. (F)(3)

The student will examine science curriculum materials and activities in terms of Piaget's developmental stages. Topics will be identified that could be taught using experimental, inquiry, or discovery methods. Lesson plans will be developed using each of the three methods and activities constructed. *Prerequisite: Admission to Teacher Education; Core Science requirement.*

Education 351. Human Growth and Development. (F,S)(3)

This course focuses on basic concepts from human development from conception to death.

Education 352. Human Growth and Development in the Middle Grades. (S)(3)

This course focuses on the physical, intellectual, personal, social, and moral development of middle grades students. Influences of families, peers, school, and mass media on the are highlighted.

Education 361. Literacy in the Elementary School (F,S)(3)

Education 361 focuses on the principles, techniques, and materials for the teaching of reading in the primary grades, with an emphasis on the methods and materials which provide for developmental and differentiated instruction. Also included will be discussion of various reading philosophies, practices, and terminology; evaluation of instructional methods and materials; independent completion of a word attack tutorial for teachers, development of a literature focus unit; reading and discussion of children's literature selections; 10 hours of observation/participation in a field placement, and in-class microteaching demonstrations. *Prerequisite: Admission to Teacher Education.*

Education 362. Teaching Reading in the Content Subjects. (F,S)(3)

This course focuses on the design, planning, and implementation of instruction recognizing the unique literacy demands of content-area coursework. Emphasis is placed upon comprehension and study strategies, the reading and writing connection, the role of technology in today's' classrooms, and the importance of differentiated instruction that respects cultural differences and the needs of the diverse learner. Students participate in in-class microteaching demonstrations, develop a content-area instructional unit, and submit an electronic portfolio entry as a result of off-site visits to minority classrooms. *Prerequisite: Admission to Teacher Education.*

Education 370. Curriculum Development for the Middle Grades. (F)(3)

This course involves tracing the history of curriculum development in the United States, as well as identifying trends in the curriculum of the middle school. It will include curriculum design, middle school terminology and techniques, social and cultural forces, political forces, programs, organization and evaluation. *Prerequisite: Admission to Teacher Education.*

Education 432. Methods and Materials in the Elementary School (F,S)(4)

Focuses on the methods and materials, and principles and practices used in primary and elementary classrooms. Emphasis will be placed on establishing the classroom environment; integrating the curriculum; utilizing developmentally appropriate practices; monitoring, assessing, and reporting student progress; and involving the family. Also included will be discussion of philosophies, terminology, and the Kentucky Education Reform Act (KERA 90); evaluation of methods and materials; development of thematic unit, including lesson ideas, Internet activities, and an individualized learning center; and 15 hours of observation/participation in a field placement. *Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching.*

Education 433. Supervised Student Teaching in the Elementary School. (F,S)(12)

Supervised student teaching in the elementary school for a period of 12 weeks. Students will work closely with a classroom teacher, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their coursework. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites: See Requirements for Admission to Student Teaching. A fee of $125 is charged.*

Education 436. Methods and Materials for the Middle Grades. (F,S)(4)

This course focuses on instructional strategies and materials needed for releasing the potential for the middle

grade student leading from concrete to abstract learning. The course will include curriculum concepts and designs, innovative activities using hands-on-experiences, techniques of writing lesson plans, the development of a unit of work, materials for journal writing, class demonstrations and evaluation. (15 hours field experienc required) *Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching.*

Education 440. Early Childhood Education. (Sum)(3)

Survey of the physical, emotional, mental, and psychological development of the child under six and the role of the kindergarten teachers in working with such a child. *Prerequisite: Admission to Teacher Education.*

Education 441. Elementary School Social Studies. (F,S)(3)

This course focuses on the methods and materials, and the principles and practices needed to foster intellectu and social growth in primary and elementary school students in the area of social studies. Emphasis will be placed on appropriate and broad social studies content review, highlighting the instructional practices related t geography and history, as well as on the power of story, children's literature, and writing process, and study/ reference skills as they relate to the subject of social studies instruction. Discussion of philosophies and terminology, evaluation of methods and materials, and development of a thematic unit will be included. *Prerequisite: Admission to Teacher Education.*

Education 443. Supervised Student Teaching in the Middle Grades. (F,S)(12)

Supervised student teaching in the middle school for a period of 12 weeks. Students will work closely with two classroom teachers, a college supervisor, and the school principal in a team approach to apply knowledge an skills acquired in their coursework. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites: See requirements for Admission to Student Teaching. A fee of $125 is charged.*

Education 452. Methods and Materials in the Secondary School. (F,S)(4)

Current teaching methods, materials, and innovations in the secondary school with directed observations, micro-teaching, and curriculum design. Internet, Power Point, and Web-paged design will also be covered. (2 hours field experience) *Prerequisite: Admission to Teacher Education; should be taken in the semester prior to student teaching.*

Education 453. Supervised Student Teaching in the Secondary School. (F,S)(12)

Supervised student teaching in the secondary school for a period of 12 weeks. Students will work closely with classroom teacher, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their class work. Application must be made by mid-term of the semester preceding student teaching. *Prerequisites: Admission to Student Teaching See Requirements for Admission to Student Teaching. A fee of $125 is charged.*

Education 460. Learning Theories for Educators. (F,S)(3)

The major focus of this course is an exploration of how individuals learn, including specific learning theories and their relation to classroom teaching. *Prerequisites: Psychology 200 and admission to Teacher Education.*

Education 468. Educational Media. (Offered periodically)(3)

Practice in operating educational media and construction of classroom materials. Emphasis on educational television use in the classroom. *Prerequisite: Admission to Teacher Education.*

Education 488. Professional Interaction in the Schools. (F, S)(3)

This is a senior level course designed to help students understand the predicaments of teaching. Understandi the dynamics of interaction between students and teachers is a particular focus. Professional relationships between teachers, parents, and administrators are also investigated. Classroom management and discipline an how teachers establish positive control of the learning environment are particular concerns. *Prerequisite: Admission to Teacher Education.*

Education 495. Independent Study. (F,S)(3)

Open only to advanced students in the field of Education who wish to do intensive reading in a specific interest area. *Prerequisites: Admission to Teacher Education, Twelve semester hours of Education and permission of the Department Chair.*

Special Education

Special Education 205. Characteristics and Curriculum for Exceptional Learners. (3)

This course examines the specific physical, mental, emotional, social, and academic characteristics of exceptio learners and the impact each characteristic has on educational programming and curricular design.

Special Education 321. Survey of Exceptionalities. (F,S)(3)
An introductory course examining characteristics, identification criteria, and teaching modifications related to the education of exceptional learners

SPED 323 Managing Behavior Problems (3)
This course examines a variety of motivational and classroom management theories and strategies as they relate to the exceptional learner. *Prerequisites: Admission to Teacher Education, Special Education 321.*

SPED 325 Assessing Children With Learning And Behavior Problems (3)
Students in this course will learn and understand measurement theories, learn to conduct informal and formal assessment, and learn the informed use of assessment data for educational decision making. This course aims at helping students acquire the knowledge on basic uses of tests, important attributes of good tests, issues on misuses of testing data, and multi-cultural issues in assessment.

SPED 327 Individualized Educational Programming (3)
This course provides students an extensive training in the development and implementation of the curriculum and adaptation of materials used in the academic instruction of students with learning and behavioral disabilities. Students in this course learn to use the current commonly used best practices for teaching students with learning and behavioral problems

SPED 328 Teaching Students With Learning and Behavior Problems (3)
In this course students learn how to modify/adapt general curriculum, study and learn to apply effective teaching methods to specifically meet the needs of students with learning and behavior disorders.

SPED 329 Field Experience in Special Education (3)
This course is designed to provide students with special education classroom experiences, such as working with children with learning and behavioral problems, working with experienced special education teachers, learning about the duties and activities of a special education program, routines of the school and so forth. In this training program, students will, under the supervision of a special education teacher, apply the learned teaching methods and knowledge of adaptive curriculum in an effort to help children with disabilities to learn effectively and efficiently.

SPED 401 Early Childhood Education for Exceptional Learners (3)
This course examines current service delivery models of educating young children (age 3-5) with disabilities in various settings. It is designed to acquaint students with laws, strategies, curriculum materials, assessment and methods used in meeting the particular needs of preschoolers with disabilities.

SPED 403 Transition Education For Students With Disabilities (3)
This course is designed to provide special education teacher candidates an extensive study of the components of effective transitional education curriculum. Candidates also learn to develop individualized transitional curriculum relevant to vocational training, life skills and functional skills domain. The course emphasizes techniques for fostering motivation to acquire basic academic and social/personal skills as well as meeting the long term goals of career education in the special education program.

Department of English, Communication, and Languages

Christine Marley-Frederick, Department Chair

Major: English/Communication
Minor: English/Communication

Goals and Objectives

"Make connections; let rip; and dance where you can" (Annie Dillard).

This statement by Annie Dillard sums up the goals of study in English and Communication. Through study of texts, ranging from poetry to television commercials, and practice of thinking, writing, speaking, and listening, students become better prepared for the demands of a changing world. Graduates find careers in a variety of fields, including teaching, business and industry, public relations, and journalism. In addition, this major and minor provide excellent preparation for graduate study.

Upon graduation from Union College with a major in English/Communication, students should be able to:

1. Produce texts, including written, oral, and graphic, that follow the conventions of standard English usage where appropriate, that are clear, organized, developed, and thoughtful, and that demonstrate awareness of audience.
2. Interpret texts with understanding, appreciation, and judgment.
3. Discuss texts in their historical, social, and cultural contexts.
4. Demonstrate knowledge of the nature and functions of language and communication.
5. Demonstrate knowledge of the history of communication and of the English language.
6. Demonstrate knowledge of the major traditions of English and American literature and their interdisciplinary connections.
7. Continue to learn through reading, speaking, and writing.

NOTE: This is a new major, and the new courses will be phased in gradually, beginning in Fall 2002. The 2000-01 English major, minor, and area and Communication major will not be supported after Summer 2004. Students entering Union College before Fall 2001 or who expect to graduate before Spring 2005 should consult the 2000-01 Union College Catalog for requirements in the separate majors.

Assessment Procedures

Each senior in this program will be asked to compile a portfolio of work he or she has done in courses in the liberal education core and in the major and to write a short analysis of his or her work. This analysis should include a statement explaining why the chosen pieces were included in the portfolio and what they show about the student's improvement as he or she has progressed through the program. The portfolio is due two weeks before the spring Assessment Day, when each graduating senior will be interviewed by a departmental team as part of the process of assessing whether departmental goals are being met.

Bachelor of Arts with a Major in English/Communication

In addition to the following courses (47 semester hours), students complete the B.A. language requirement, which may be fulfilled by completing the equivalent of four semesters of a single foreign language (not native to the student) or two semesters of each of two foreign languages.

ENCO 221	Introduction to Mass Communication	3
ENCO 222	Introduction to Critical Studies	3
ENCO 311	Intermediate Composition	3
ENCO 321	Advanced Public Speaking	3
ENCO 322	Persuasion	3
ENCO 341	Literary Types	3
ENCO 342	Texts in History, 1800-present	3
Two "cultural group" courses, to be chosen from		6
ENCO 351	Critical Study of Children's Literature	
ENCO 352	Literature for Adolescents and Young Adults	
ENCO 451	World Cultures in Literature	
ENCO 452	American Cultures in Literature	
Two "readings" courses:		
ENCO 371-372	Texts and Themes	2
One advanced "production" course from		3
ENCO 401	Advanced Composition	
or		
ENCO 411	Composition for Teachers	
ENCO 421	History of the English Language	3
ENCO 432	Public Discourse in History	3
ENCO 442	Texts in History, before 1800	3
ENCO 471	Shakespeare	3
ENCO 472	Capstone Seminar	3

Requirements for a Minor in English/Communication

The minor in English/Communication consists of 24 hours, which must include ENCO 221, ENCO 222, and six more three-hour courses with the ENCO designation.

Degree in Secondary Education with a Major in English/Communication

Students preparing to teach high school English must complete the major above, which must include ENCO 352. In addition, they take Education 362 and complete the requirements for secondary teacher certification outlined in the Education Department section. Experiences in theatre or journalism (for example, THTR 180 Theatre Practicum) are also valuable to prospective high school English teachers and are strongly recommended. **Note:** To meet the major and

certification requirements in four years, some summer courses will be necessary.

English/Communication

ENCO 211. Public Speaking. (on demand)(3)
Examines the principles and process of speech communication through applied oral presentations in a small group public speaking setting. Discussion and application of basic theories of human communication and role of audience in the communication process. The course does not count toward the ENCO major or minor.

ENCO 221. Introduction to Mass Communication. (F)(3)
Examines the history and significant theories of mass communication. This course enhances media literacy and oral and written communication skills through exercises and oral and written activities applied to the mass media.

ENCO 222. Introduction to Critical Studies. (S)(3)
An introduction to the theories, practices, and habits of literary and cultural criticism, with specific texts drawn from such traditional areas of inquiry as literature, film, and rhetoric and from such emerging areas as consumer culture and folktale. *Recommended corequisite*: INLA 202.

ENCO 311. Intermediate Composition. (F)(3)
A writing course designed to reinforce and expand expository writing skills with an emphasis on writing as process. *Prerequisite*: junior standing.

ENCO 321. Advanced Public Speaking. (F)(3)
This course provides advanced practice in oral presentations. Speaking assignments and discussions focus on context and audience driven elements of speaking and the comparison and contrast of these elements in different situations. Assignments will include business/professional speaking, teaching/training, policy/political speaking, and debate. *Prerequisite*: junior standing.

ENCO 322. Persuasion. (S)(3)
Examines classical and contemporary theories of rhetoric, persuasion, propaganda, and the processes involved in attitudinal change. Texts from a variety of media (novels, newspapers, television, film, etc.) addressing a variety of topics (politics, religion, social causes, etc.) will be explored. *Prerequisite*: ENCO 222 or instructor's permission.

ENCO 341. Literary Types. (F)(3)
Readings in one literary type such as poetry, drama, the novel, short story, or essay promote understanding and interpretation of texts through genre characteristics. May be repeated for credit for focus on a different genre. *Prerequisite*: ENCO 222.

ENCO 342. Texts in History, 1800-present. (S)(3)
Focus on a specific time period since 1800 promotes the understanding of texts in their historical, social, and cultural contexts. *Prerequisite*: ENCO 222 or instructor's permission.

ENCO 351. Critical Study of Children's Literature. (F)(3)
The course focuses on texts intended for children (up to about age 12) in their literary, historical, and cultural contexts. *Prerequisite*: ENCO 222 or instructor's permission. (Odd years only.)

ENCO 352. Literature for Adolescents and Young Adults. (S)(3)
The course focuses on texts intended for adolescents and young adults (ages about 11-18) in their literary, historical, and cultural contexts. *Prerequisite*: ENCO 222 or instructor's permission. (Odd years only.)

ENCO 371-372. Texts and Themes. (F-S)(1-1)
Students will help choose texts for discussion, related to an announced topic or figure studied in the core courses. *Prerequisite*: ENCO 222 or instructor's permission.

ENCO 401. Advanced Composition. (F)(3)
Writing competency is reinforced by further developing what has been learned in previous writing courses. The instructor will assign factual narratives, autobiographies, or other significant writing projects. *Prerequisite*: ENCO 311 or instructor's permission. (Odd years only)

ENCO 411. Composition for Teachers. (F)(3)
Discussion and practice of the writing process; the writing portfolio; technology in the writing classroom; and other issues of concern to class members, such as evaluation of student writing, research and documentation, grammatical correctness, and writing for various media. *Prerequisite*: ENCO 311 or instructor's permission. (Even years only)

ENCO 421. History of the English Language. (F)(3)
A study of the origins and development of the English language and its grammar from Anglo-Saxon times to the present. *Prerequisite*: ENCO 222 or instructor's permission.

ENCO 432. Public Discourse in History. (S)(3)
This course is designed to encourage appreciation of the rhetorical legacy, nature of the audience, ethics of persuasion, and power of public advocacy. Students will examine significant speakers and speeches in one of three time periods: Ancient Greece and Rome, the Golden Age of Public Speaking (approximately 1750-1850), or Modern Times (the 1960s to present). *Prerequisite*: ENCO 321.

ENCO 442. Texts in History, pre-1800. (S)(3)
Focus on a specific time period before 1800 promotes the understanding of texts in their historical, social, and cultural contexts. *Prerequisite*: ENCO 222.

ENCO 451. World Cultures in Literature (F) (3)
Exploring a world culture through the stories it tells about itself and its relationship with other cultures, including fiction, drama, poetry, film, popular music, and oral tradition. Cultures may include: Asia; Africa; the Middle East; Latin America; the Classical World; and national literature underrepresented in the Core. *Prerequisite*: ENCO 222, or instructor's permission. (Even years only)

ENCO 452. American Cultures in Literature (S) (3)
Exploring an American culture through the stories it tells about itself and its relationships with other cultures, including fiction, drama, poetry, film, popular music, and the oral tradition. Cultures may include: African America; Native America; Hispanic America; urban America; Southern America; and Appalachia. *Prerequisite*: ENCO 222, or instructor's permission. (Even years only)

ENCO 471. Shakespeare. (F)(3)
A critical approach to selected histories, comedies, and tragedies, focusing on historical context, the plays as cultural phenomena, and timeless human, literary and dramatic qualities. *Prerequisite*: ENCO 222.

ENCO 472. Capstone Seminar. (S)(3)
Intensive study of a topic arising out of the four years of study in the core and the major. In this course, each student will complete the portfolio and the "life philosophy document" that sums up his or her ideas of learning.

ENCO 485. Internship (on demand)(up to 4)
Professional experience with focus on gaining experience in writing, editing, design, advertising, or photography. *Prerequisites*: Fourteen credit hours in ENCO courses, junior or senior status, and permission of English department chair.

ENCO 495. Independent Study. (on demand)(3)
Intensive individual work under supervision, in some phase of English, American, or world literature, communication, or composition not otherwise covered in the curriculum. *Prerequisites:* Twenty-four credit hours in ENCO courses and permission of English department chair. May be repeated for credit.

Ancient Languages

Greek 111-112. Elementary Greek. (F,S)(3)
A study of Classical and Koine Greek to prepare students for advanced study of Greek philosophy, New Testament, and early Christian theology.

Greek 211. Intermediate Greek—Grammar (F)(3)
A continuation of Greek 112 designed review grammar through translations of primary texts. *Prerequisite*: Greek 112.

Greek 212. Intermediate Greek—Readings (S)(3)
Translation of texts from Greek philosophy, New Testament, and early Christian theology. *Prerequisite*: Greek 211.

Hebrew 111-112. Elementary Hebrew. (on demand) (3)
A study of biblical Hebrew to prepare students for advanced study in Old Testament.

French

The program offers the opportunity to gain understanding of France and its culture as well as a basic knowledge of the French language. Students offering more than one entrance unit in French and students transferring from other colleges should consult with the instructor before registering for any course in French.

French 111. Elementary French I. (F)(3)
Basic French grammar; simple reading, practice in the oral and written language. Not open to students with tw or more years of French study or experience.

French 112. Elementary French II. (S)(3)
Continuation of French 111. *Prerequisite:* French 111 or equivalent.

French 211. Intermediate French I. (F)(3)
More detailed study of grammatical structure; study of important literary works; individual collateral reading tailored to the student's interests. *Prerequisite:* French 112 or equivalent.

French 212. Intermediate French II. (S)(3)
Continuation of French 211. *Prerequisite:* French 211 or equivalent.

French 331. French Civilization. (on demand)(3)
The economic, social, and cultural development of France, French contributions to world civilization. May not count toward fulfillment of the language requirement. No knowledge of French required.

French 495. Independent Study. (on demand)(3)
Intensive independent study of some aspect of French literature or civilization. May be repeated for credit. *Prerequisite*: Permission of English department chair.

Spanish

The program offers the opportunity to gain understanding of Spanish culture as well as a basic knowledge of the Spanish language. Students offering more than one entrance unit in Spanish and students transferring from other colleges should consult with the instructor before registering for any course in Spanish.

Spanish 111. Elementary Spanish I. (F)(3)
Basic Spanish grammar; simple reading, practice in the oral and written language. Not open to students with tw or more years of Spanish study or experience.

Spanish 112. Elementary Spanish II. (S)(3)
Continuation of Spanish 111. *Prerequisite:* Spanish 111 or equivalent.

Spanish 211. Intermediate Spanish I. (F)(3)
More detailed study of grammatical structure; study of important literary works; individual collateral reading tailored to the student's interests. *Prerequisite:* Spanish 112 or equivalent.

Spanish 212. Intermediate Spanish II. (S)(3)
Continuation of Spanish 211. *Prerequisite:* Spanish 211 or equivalent.

Department of History, Religious Studies, Fine & Performing Arts

Russell B. Sisson, Department Chair

Majors: History, History and Political Science, Religious Studies, and Christian Ministries
Minors: History, Political Science, Religious Studies, Music and Theatre
Other Studies: Area in Social Studies (see Department of Education section)

Art

Union College course offerings in the field of art provide service courses for several curricula and elective opportunities for all students.

Art 132. Introduction to Art. (on demand)(3)
An introduction to Art outlining basic approaches, principles, techniques and media as well as styles of expression, both past and present.

Art 371. Art History Survey I. (F)(3)
A survey of major movements, personalities, and styles of architecture, painting and sculpture from prehistoric times through the Middle Ages. *Prerequisite:* INLA 102 or permission of the instructor.

Art 372. Art History Survey II. (S)(3)
A survey of major movements, personalities, and styles of architecture, painting and sculpture from the Italian Renaissance through the Modern Era. *Prerequisite:* INLA 102 or permission of the instructor.

Art 495. Independent Study. (on demand)(3)
Independent study or research on approved topics. May be repeated for credit.

History

Requirements for a History Major: Thirty-one semester hours.
Required courses: HIST 211, 212, 301, and 302
Elective hours: 12 hours in U.S. History and 12 hours in non-U.S. History. One of the elective courses must be either HIST 475 or 476.

Requirements for a History/Political Science Major: Thirty-one semester hours.
Required courses: PLSC 101, HIST 211, HIST 212, HIST 301, and HIST 302

Requirements for a Minor: Twenty-one semester hours in history including History 211.

Language Recommendation: All history majors and minors are strongly encouraged to undertake the study of a foreign language in conjunction with their history program. For those intending to go to graduate school, it is recommended that a course of study leading to a Bachelor of Arts Degree be completed.

History 211. Issues in Global History. (F,S)(3)
An introduction to global history, through the exploration of topics, issues and debates common to civilizations throughout the world. Examples include: the building of empires; the role of religious authority in government; quests for utopia; the place of the individual within a community; interactions between science and religion; revolutions and revolutionaries; and antagonisms between East and West. In all cases, students will examine the historical origins of contemporary issues. The reading and interpretation of primary historical sources will receive special attention.

History 212. Historical Research and Methods. (S)(2)
Gathering and criticism of data; bibliographies and aids; problems in historiography, composition analysis, and the final monograph. Regardless of the monograph topic chosen by the student, this course does not count toward either the United States or non-United States requirement within the major. *This course must be taken in conjunction with another history course.*

History 233. History of Appalachia. (S)(3)
A survey of the region from settlement to the present, with emphasis on the period since the Civil War. The course examines the diversity of historical development within the region, and the paradox of relative isolation along with integrating aspects of industrialization and modernization. (Even years only.)

History 301. Readings in U.S. History (F)(1)
This one hour reading course will allow students (History, History/Political Science Majors and History Minors) to explore subjects in History not covered in the regular courses in preparation for the senior capstone seminar (HIST 475 or HIST 476) in which they write a "life philosophy" paper. *Prerequisites:* HIST 211 and INLA 202.

History 302. Readings in Non-U.S. History (S)(1)
This one hour reading course will allow students (History, History/Political Science Majors and History Minors) to explore subjects in History not covered in the regular courses in preparation for the senior capstone seminar (HIST 475 or HIST 476) in which they write a "life philosophy" paper. *Prerequisites:* HIST 211 and INLA 202.

History 311. American History to 1840. (F)(3)
An examination of colonial society and culture, the Revolution, the Constitution, the early national period, Jacksonian Democracy, and historiography. *Prerequisites*: A previous 200-level course in history or permission of the instructor. (Even years only.)

History 312. American History from 1840.(S)(3)
A consideration of the Civil War, Reconstruction, industrialization, Populism, Progressivism, World War I, and historiography. *Prerequisites*: A previous 200-level course in history or permission of the instructor. (Even years only.)

History 341. History of Britain to 1688. (F)(3)
British history from the Roman occupation to the Glorious Revolution with emphasis on the development of the English people and state. *Prerequisite*: A previous 200-level course in history or permission of the instructor.

History 342. History of Britain since 1688. (S)(3)
A study of British history from the Glorious Revolution to the present with emphasis on political and institutional development and the role of Britain in the world, including the rise and decline of the British empire. *Prerequisites*: A previous 200-level course in history or permission of the instructor.

History 351. The Reformation and Its Legacy. (S)(3)
The course examines the roots and the Protestant Reformation in the late Middle Ages, the origin and development of the different Reformation movements in Europe, and the enduring legacy of these movements. *Prerequisites*: A previous 100 or 200 level course in history or permission of the instructor. (Even years only)

History 352. The Enlightenment and Its Legacy. (S)(3)
History of Europe from 1815 to the present. The course covers the intellectual, political, and social history of Europe from the Congress of Vienna to the contemporary era of European integration. Special focus will be given to the process of modernization, the world wars, and the course of European history since 1945. *Prerequisites*: A previous 200-level course in history or permission of the instructor. (Odd years only.)

History 361. Middle East History. (on demand)(3)
An introduction to the history of the Middle East from the beginnings of Islam to the present day. Focus will be on Islamic institutions and culture, the modernization of Middle Eastern governments, the struggle by various people for political independence, the course of the Arab-Israeli conflict, and contemporary developments in the region. *Prerequisites*: A previous 200-level course in history or permission of the instructor.

History 413. Twentieth Century America. (S)(3)
Selected topics on the nation's history since 1919, including the 1920s, the Great Depression and New Deal, World War II, the Cold War, the Civil Rights Revolution, and political and social developments since 1945. *Prerequisites*: A previous 200-level course in history or permission of the instructor. (Odd years only.)

History 431. American Revolutionary Era, 1763-1789 (F)(3)
A study of the causes, events, and consequences of the American Revolution from the end of the Seven Years War through the ratification of the Constitution. Historiographical controversies will be emphasized. *Prerequisites:* History 311 or the permission of the instructor. (Odd years only)

History 441. Civil War and Reconstruction, 1848-1877 (S)(3)
This course examines the events, causes, and consequences of the American Civil War. Attention is paid to primary sources, and especially the analysis of conflicting scholarly interpretations. *Prerequisites:* History 312 or permission of the instructor. (Odd years only)

History 443. Twentieth Century Britain (F)(3)
A study of modern British history from the death of Queen Victoria to the era of New Labor. Emphasis will be given to the impact of the world wars, the decline of British power, the rise of the welfare state, and the role of Britain in Europe. *Prerequisites:* A previous 200-level course in history or permission of the instructor. (Even years only)

History 446. History of Russia. (on demand)(3)
Russian history since 1689. Survey of the political and social changes in Russia from the time of Peter the Great to the present, including an extensive review of the origins and development of the modern Soviet state. *Prerequisites*: A previous 200-level course in history or permission of the instructor.

History 475. Special Topics in American History. (F)(3)
ourses that might be offered at least occasionally might include, but are not limited to, such titles as Colonial America, the Early National Period, Industrial America in the Gilded Age, the Progressive Era and World War I, the Period between the World Wars, World War II, the United States since 1945, the Vietnam War, American Economic History, American Constitutional History, African American History, and the American South. This course may be taken as the required senior "capstone" seminar in History. *Prerequisite*: A previous 200 level history course or permission of the instructor. (Odd years only)

History 476. Special Topics in European History. (F)(3)
An intense, analytic study of a major problem or topic in European history. May be repeated for credit as long as the topic is different. This course may be taken as the required senior "capstone" seminar in History. *Prerequisite*: A previous 200-level history course or permission of the instructor. (Even years only)

History 495. Independent Study. (F,S,Sum)(1-3)

Music

A minor in music consists of the following 21 hours:

MUSC 101-202	Applied Music	(4)
MUSC 121	Introduction to Music	(3)
MUSC 165-166	Theory/Musicianship I, II	(6)
MUSC 322	Music History since 1750	(3)
MUSC	Ensemble (4 semesters/2 yrs)	(4)
MUSC	(1 semester hr. of music elective	(1)

Music 101-102. Applied Music. (F,S) (1-2)
Freshman minor level applied music study.

Music 201-202. Applied Music. (F,S) (1-2)
Sophomore minor level applied music study.

Music 121. Introduction to Music. (F,S) (3)

An historical approach to music appreciation focusing on period and style. Extensive listening to music literature.

Music 151. Pep Band. (on demand)(0-1)
Open by audition. A performance group which provides support and entertainment at home football games an selected home men's and women's basketball games. One rehearsal per week. May be repeated for credit.

Music 152. Union College Singers. (F,S)(0-1)
A concert choir performing a varied repertory. May be repeated for credit.

Music 155. Brass Chamber Ensemble. (on demand) (0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 157. Woodwind Chamber Ensembles. (on demand)(0-1)
Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

Music 159. Union College Chamber Singers. (F,S)(0-1)
A select vocal ensemble composed of a small number of singers whose repertory consists of vocal chamber music. Open by audition. May be repeated for credit.

Music 165. Theory/Musicianship I. (F)(3)
A combined course including the areas of theory and basic musicianship skills.

Music 166. Theory/Musicianship II. (S)(3)
A continuation of Music 165.

Music 317. Junior Recital. (on demand)(1)

Music 321. Music History to 1750. (on demand)(3)
A study of representative music both written and recorded and readings coordinating and integrating music skills. Antiquity through 1750.

Music 322. Music History since 1750. (on demand)(3)
A study of representative music both written and recorded and readings coordinating and integrating music skills. Classic period to the present.

Music 331. Choral Literature/Conducting. (F)(3)
Sacred choral literature will be studied for use in worship and will include score analysis and conducting/ rehearsal techniques. *Prerequisite*: MUSC 165, MUSC 166, and MUSC 322 or permission of the instructor.

Music 373. Elementary School Music. (F)(3)
Teaching vocal music in the elementary school: procedures, techniques, evaluation, materials, and equipment. Includes directed observation of and participation in public school classroom activities. *Prerequisite*: MUSC 121 or permission of instructor.

Music 437. Church Music Practicum. (on demand)(2)
One semester or one summer of supervised field work in an approved church. *Prerequisite*: Consent of the Music faculty.

Music 495. Independent Study. (on demand)(2-3)
Independent study and/or research on approved topics. *Prerequisite*: Permission of the student's major professor. May be repeated for credit.

Political Science

Requirements for a Minor: Twenty-one semester hours, including Behavioral Science 246 and Political Science 101.

Political Science 101. American National Government. (F)(3)
A survey of the principal characteristics of the American National Government; examination of constitutional principles, federalism, political participation, institutions of government, and the politics of public policy. See the History section of the catalog for information on the History and Political Science area major.

Political Science 231. International Politics. (F)(3)
Basic historical, economic, and cultural factors in the international political system. The rise and development o Western nation-state systems; the foundations of national power; sovereignty, nationalism and imperialism; the development of international organizations and cooperation.

Political Science 305. American Political Parties and Politics. (F)(3)
The organization, functions, and practices of political parties in the United States, their methods of influencing public opinion, their role in nominations and elections, and their impact on popular government. (Odd years only.)

Political Science 307. Criminal Justice Administration. (S)(3)
A study of the administrative principles and management practices of criminal justice organizations including: the police, courts, and correctional facilities.

Political Science 308. The American Presidency. (F)(3)
Analysis of the institution of the presidency, its functions, formal and informal relationships, and its limitations within the American political system. (Even years only.)

Political Science 360. Political Philosophy. (S)(3)
The chronological and thematic examination of perennial issues in political science including liberty, justice, equality, political obligation, and political authority as developed over time by the political philosophy of Greek and Latin philosophers, Medieval thinkers, and modern theorists representing various world-wide perspectives. (Even years only.)

Political Science 401. Public Policy and Criminal Justice. (F)(3)
The study of policy questions in the criminal justice system. Particular emphasis is placed on a detailed examination of the major policy issues that link crime, politics, administration, and the law.

Political Science 461. Administrative Management. (on demand)(3)
Methods of applying administrative principles to the operation of government agencies. Relevance of administrative theory to management procedures in government; the relation of policy formation and implementation to the administrative policy system environment.

Political Science 470. Political Violence. (S)(3)
The purpose of this course is to introduce the student to the issues relating to violence as a component of politics. Topics such as terrorism, warfare, and arms proliferation will be analyzed. In addition the course will familiarize the student with several regional conflicts, i.e., Northern Ireland. (Odd years only.) *Prerequisite*: Political Science 231 or permission of the instructor.

Pre-Law Program

Most law school admissions committees require a student to have a four-year college program leading to the Bachelor of Arts or Bachelor of Science degree plus an acceptable score on the Law School Admissions Test. Regardless of the major, elective hours in accounting, business, history, political science, philosophy, and English prove helpful. Students should consult with a pre-law advisor, Dr. John Taylor, no later than the junior year.

Religion

Two majors are offered in the area of Religion. The Religious Studies major integrates courses in religion (biblical studies and historical theology) with courses in history and philosophy that deal with various aspects of religion. The major is ideal for students intending to continue the study of religion at a seminary or graduate school. The Christian Ministries major is an interdisciplinary course of study designed to meet the basic needs of students who wish to go directly into church positions without graduate work. The major allows students to choose one of two tracks: Counseling and Christian Education *or* Church Music.

Requirements for a Bachelor of Arts in Religious Studies: Thirty-three semester hours. Students must also fulfill the B.A. language requirement.

Required courses (15 hours): RLGN 211, RLGN 231, PHIL 261, RLGN 301 or PHIL 301, RLGN 302 or PHIL 302, RLGN 401 or PHIL 402, RLGN 479 or PHIL 479.
Elective courses (any 6 of the following totally 18 hours): RLGN 331, RLGN 352, RLGN 354, RLGN

356, RLGN 495, HIST 361, PHIL 352, PHIL 360, or a second sequence of RLGN/PHIL 301-302-401.

Requirements for a Minor in Religious Studies: Twenty-one semester hours, at least nine of which must be in courses numbered above 300.

Requirements for Bachelor of Science in Christian Ministries: Forty-three semester hours.
Required courses for both tracks (11 hours): RLGN 211, RLGN 361, RLGN 301, RLGN 302, RLGN 479.
Required courses for Counseling and Education track (14 hours): RLGN 231, PHIL 261, PSYC 200, PSYC 290, APST 102, and RLGN 401.
Elective courses for Counseling and Education track (any 6 of the following courses, 18 hours): RLGN 331, RLGN 352, RLGN 354, RLGN 356, RLGN 495, PHIL 352, HIST 361, PSYC 402, or any PSYC course at 300-level or higher.
Required courses for Church Music track (26 hours): MUSC 101 and 102, MUSC 201 and 202, MUSC 165 and 166, MUSC 121, MUSC 322, MUSC 331, MUSC 317, MUSC 437, MUSC 152 or 159.
Elective courses for Church Music track (any 2 of the following courses, 6 hours): RLGN 331, RLGN 352, RLGN 354, PHIL 261.

Religion 211. History and Faith of Ancient Israel. (S)(3)
The writings of the Hebrew Bible and Apocrypha are studied with particular attention to religious faith and practice in ancient Israel from earliest times to the Maccabean Age. Students are introduced to various scholar methods of biblical interpretation.

Religion 231. Topics in World Religions. (F)(3)
A examination of the historical roots and the distinctive beliefs and practices of the major world religions. Students are introduced to the historical, social scientific, and philosophical methods used in the study of religion.

Religion 301. Readings in Religion. (F)(1)
Reading courses for Religion majors and minors, taken in the junior year.

Religion 302. Readings in Religion. (S)(1)
Reading courses for Religion majors and minors, taken in the junior year.

Religion 331. The Identity of Jesus Christ. (F)(3)
A study of the gospels with particular attention to the influence of Jesus' life and teachings within the Christian religion, within both western and non-western cultures. *Prerequisite*: Religion 211 or 231. (Odd years only)

Religion 352. Christian Thought from the Reformation to the Enlightenment. (S)(3)
Christian thought on the European continent and in England from the sixteenth century through the nineteenth century. (Even years only; may be cross-listed with HIST 351)

Religion 354. Religion in the United States. (S)(3)
A phenomenological and historical study of the varieties of religious practice in the United States. (Odd years only)

Religion 356. Christian Thought Since the Enlightenment. (S)(3)
Examination of contemporary issues in theology, ethics and hermeneutics. (Odd years only; may be cross-liste with HIST 352)

Religion 361. Education in the Local Church. (F)(3)
Theory and practice of Christian Education with special attention on planning a program in the local church. (Odd years only.)

Religion 401. Readings in Religion. (F)(1)
Reading course for Religion majors, taken in the senior year.

Religion 479. Seminar in Religion. (S)(3)
Intensive study of special topics in religion. *Prerequisites*: Advanced standing and permission of the instructo (Even years only.)

Religion 495. Independent Study. (F,S)(3)

Independent study or research on approved topics. May be repeated for credit.

Philosophy Courses Supporting the Religious Studies Major

Philosophy 261. Philosophy of Religion. (S)(3)
Examination of philosophical issues related to religious faith such as concepts of religion and of God, arguments for and against the existence of God, the problem of evil, religious language, mysticism and religious experience, faith and reason, religion and science, religion and morality, religion and politics, revelation, miracles, life after death, relativism and pluralism, particularism and universalism. Course will include traditional and contemporary approaches. (Odd years only.) *Prerequisite*: One course in philosophy and one course in religion or permission of the instructor.

Philosophy 301. Readings in Philosophy. (F)(1)
Reading courses for Religion/Philosophy majors and Philosophy minors, taken in the junior year.

Philosophy 302. Readings in Philosophy. (S)(1)
Reading courses for Religion/Philosophy majors and Philosophy minors, taken in the junior year.

Philosophy 352. Ethics and Political Philosophy. (S)(3)
An introduction to the aims, methods and history of philosophy with special attention to questions related to the nature of moral value, skepticism and relativism, the individual and society, concepts of justice, and contemporary moral issues. Emphasis is placed upon helping students to develop skills in critical thinking. (Even years only; may be cross-listed with PLSC 360.)

Philosophy 360. Knowledge and Reality. (S)(3)
Selected topics in epistemology and metaphysics. Course may be listed under an appropriate subtitle such as: philosophy of science, philosophy of mind, philosophy of language, reason and relativism, religion and science, etc. May be repeated for credit when listed under a different subtitle. (Odd years only.) *Prerequisite*: PHIL 261 or permission of the instructor.

Philosophy 401. Readings in Philosophy. (F)(1)
Reading courses for Religion/Philosophy majors and Philosophy minors, taken in the senior year.

Philosophy 479. Seminar in Philosophy. (on demand)(3)
Intensive study of a special topic, historical period or philosopher. May be repeated for credit. *Prerequisite*: Permission of the instructor.

Philosophy 495. Independent Study. (on demand)(3)
Independent study or research on approved topics. May be repeated for credit. *Prerequisite*: Permission of the instructor.

Theatre

A minor in Theatre consists of the following 21 hours:

THTR 131	Introduction to Theatre	(3)
THTR 331	Scene and Light Design	(3)
THTR 365	History of the Theatre to 1642	(3)
THTR 366	History of the Theatre since 1642	(3)
THTR 451	Directing	(3)

Two of the following:

THTR 280, 380, 480	Practicums (all three)	(3)
THTR 421	Non-Western Theatre and Drama	(3)
ENCO 471	Shakespeare	(3)

Theatre 131. Introduction to Theatre. (F,S)(3)
A broad overview of the history of theatre and dramatic literature as well as an introductory study of acting, designing, and directing. (Students do **not** participate in the productions.)

Theatre 180, 280, 380, 480. Theatre Practicum. (F,S)(1)
Actual practical experience in preparing productions for Union College Theatre. Students must take the

practicum levels in numerical sequence; each level is for one credit hour.

Theatre 331. Scene and Light Design. (on demand)(3)

Fundamentals of set and light design for the stage. Practical study of set construction and lighting equipment as well as designing the set and lights for a play selected by the student.

Theatre 365. History of the Theatre to 1642. (F)(3)

A study of theatrical practices, dramatic literature (approximately ten plays), and theory/criticism from the Greeks to 1642.

Theatre 366. History of the Theatre since 1642. (S)(3)

A study of theatrical practices, dramatic literature (approximately ten plays), and theory/criticism from 1642 t 1950.

Theatre 421. Non-Western Theatre and Drama. (on demand)(3)

A study of the traditional forms of theatre and drama in India, Southeast Asia, China, and Japan within a cultura context. Approximately ten plays will be covered.

Theatre 451. Directing. (on demand)(3)

Study of directing techniques and script analysis culminating in the staging of a one-act play. *Prerequisite*: permission of the instructor.

Theatre 495. Independent Study (on demand)(3)

Independent study or research on approved topics.

)epartment of Natural Sciences

aniel Covington, Department Chair

ajors: Biology, Chemistry, Mathematics
inors: Biology, Chemistry, Mathematics, Physics
ther Programs: Pre-Dentistry, Pre-Engineering, Pre-Medical Technology, Pre-Medicine, Pre-ptometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Veterinary Medicine

Biology

equirements for a Major: Thirty semester hours in biology including:

BIOL 111	General Biology	(4)
BIOL 232	General Zoology	(4)
BIOL 233	General Botany	(4)
BIOL 361	Genetics	(4)
BIOL 431	Cell Biology	(3)
or		
CHEM 421	Biochemistry	(3)
2 Biology Electives	(300 or 400 level)	(7 or 8)
CHEM 121-122	General Chemistry	(4)(4)
GNSC 471	Science Seminar	(1)
One of the following groups:		
PHYS 111-112	College Physics	(3)(3)
PHYS 113-114	College Physics Laboratory	(1)(1)
or		
PHYS 211-212	General Physics	(4)(4)
PHYS 213-214	General Physics Laboratory	(1)(1)

Biology 331 and 334 are highly recommended as electives for those seeking secondary certification.

Requirements for a Minor: Twenty-four semester hours in Biology are required. Biology 111, 232 and 233 must be included.

Biology 111. General Biology. (F,S)(4)
A course emphasizing general concepts of modern biology for majors and non-majors. Topics surveyed

include cell biology, bioenergetics, molecular and Mendelian genetics, reproduction, development, evolution and ecology. Laboratory work is included. This course is a prerequisite to all other courses in biology. *Prerequisites*: High school biology and chemistry; ACT Natural Science score of 25 or higher recommended for freshmen.

Biology 151. Medical Terminology. (on demand)(2)

The study of the specialized terminology of medical science. Recommended for pre-professional students, all health students, and students in other health-related fields. Those seeking secondary certification cannot cou this course toward certification requirements. This course does not meet the biological science requirement teacher education.

Biology 232. General Zoology. (S)(4)

A survey of the animal kingdom with emphasis on physiological systems and diversity. *Prerequisite*: Biology 111.

Biology 233. General Botany. (F)(4)

A survey of the organisms which possess cell walls including: Protoctista, Fungi, and especially the Plants. Emphasis is given to ecological and economic importances, morphology, and evolutionary relationships. The course also involves a brief review of cell structure and cell energetics. *Prerequisite*: Biology 111.

Biology 330. Vertebrate Anatomy and Histology. (S)(4)

An anatomical study of the tissues, organs, and organ systems of vertebrates with emphasis on human anatom Laboratory work primarily involves detailed dissection of a vertebrate such as the cat, study of the human skeleton, and microscopic examination of vertebrate tissues. (Even years only.)

Biology 331. Human Physiology. (F)(4)

A study of the functioning of the human organ systems with normal and clinical considerations. *Prerequisites* Chemistry 121 and 122. (Odd years only.)

Biology 334. Microbiology. (S)(4)

An introduction to the classification, morphology, physiology, and genetics of the bacteria, fungi, viruses, and micrometazoans, as well as their roles in nature, health, and industry. Laboratory work stresses techniques fo the culture and identification of micro-organisms. A portion of the course is devoted to immunology. *Prerequisites*: Biology 111, Chemistry 121 and 122. Biology 361 is highly recommended. (Even years only

Biology 361. Genetics. (S)(4)

This course stresses the principles of inheritance from both the classical and the modern molecular perspectives, and includes an introduction to population genetics. Laboratory work emphasizes classical and molecular methods of genetic analysis. *Prerequisites*: Biology 111 and Mathematics 131.

Biology 421. Biochemistry. (S)(3)

A survey of major topics of biochemistry including thermodynamics, enzyme kinetics, and photosynthesis; an the structure, synthesis and metabolism of lipids, carbohydrates, proteins and nucleic acids. *Prerequisites*: Biology 111 and Chemistry 312. (Odd years only.)

Biology 431. Cell Biology. (F)(3)

An in-depth survey of the structure and function of a wide range of living cells with consideration of biochem cal and biophysical bases of this structure and function. Certain characteristics of viruses are also considered *Prerequisite*: Biology 232 and 233, Chemistry 121 and 122. Biology 361 is highly recommended. (Even ye only.)

Biology 436. Evolution. (S)(3)

An introduction to the theory and processes of evolutionary biology. Topics include the historical developmer of the discipline, the principle mechanisms by which it occurs, tempo and mode of speciation, both biologica and geological sources of evidence, and the impact of evolutionary thought on biology and society. *Prerequisites*: Biology 232 and 233. Biology 361 is highly recommended.. (Odd years only.)

Biology 441. Ecology. (F)(4)

A study of the relationships between organisms and their abiotic and biotic environment including biogeochemical cycles, population dynamics, diversity, and community organization and structure. *Prerequisite*. Biology 232 and 233.

Chemistry

Requirements for a Major: Thirty-two semester hours of Chemistry including:

CHEM 121 & 122	General Chemistry	(4)(4)
CHEM 212	Analytical Chemistry	(4)
CHEM 311 & 312	Organic Chemistry	(5)(5)
CHEM 314	Physical Chemistry Laboratory	(1)
CHEM 332	Physical Chemistry	(3)
GNSC 471	Science Seminar	(1)
MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)
PHYS 211-212	General Physics	(4)(4)
PHYS 213-214	General Physics Laboratory	(1)(1)
PHYS 331	Heat and Thermodynamics	(3)
Chemistry Electives		(6)

Requirements for a Minor: Twenty-one semester hours including Chemistry 121, 122, 311, 312 and either 212 or 411.

Chemistry 121-122. General Chemistry. (F,S)(4,4)
A systematic study of the fundamentals and applications of the experimental and theoretical laws of chemistry. Major topics include nomenclature, stoichiometry, chemical thermodynamics, equilibrium, acid-base reactions, atomic and molecurlar theory and structure, chemical kinetics and nuclear chemistry. Examples and problems are drawn from all areas of chemistry. Laboratory experiments in general chemistry illustrate basic principles and develop laboratory skills. Experiments are coordinated with the General Chemistry topics. Inorganic qualitative analysis is included in Chemistry 122. Three hours of laboratory per week. *Prerequisite:* A working knowledge of algebra such as is acquired in two years of high school algebra, or Mathematics 131 (which may be taken concurrently), or a composite ACT score of 21.

Chemistry 212. Analytical Chemistry. (F)(4)
A study of important volumetric and gravimetric analyses presented from a modern theoretical standpoint. Also an introduction to the study of advanced methods of analysis including some newer instrumentation techniques. *Prerequisites*: Chemistry 121 and 122.

Chemistry 311-312. Organic Chemistry. (F,S)(5)
A course in the chemistry of organic compounds. Unitized laboratory work is designed to illustrate the basic principles of organic chemistry. *Prerequisites*: Chemistry 121 and 122.

Chemistry 314. Physical Chemistry Laboratory. (S)(1)
A laboratory course designed to accompany Chemistry 332 and Physics 331.

Chemistry 332. Physical Chemistry. (S)(3)
A study of atomic structures and chemical bonding in terms of modern quantum theory. Topics include: quantum mechanics, molecular spectra, and chemical kinetics. *Prerequisites*: Mathematics 242 and Physics 212. (Odd years only.)

Chemistry 411. Inorganic Chemistry. (S)(4)
A systematic study of the structure, properties and reactions of non-carbon elements, with emphasis on the non-metals and the transition metals. Topics include atomic-molecular structure and bonding, physical methods of investigation, organometallic chemistry and bioinorganic chemistry. *Prerequisite*: Chemistry 312. (Odd years only.)

Chemistry 413. Organic Spectroscopy. (F)(3)
Organic spectroscopy is a one semester course that will provide the student with an in-depth understanding of the instrumentation and techniques of modern spectroscopic methods and their application to structural elucidation. Interpretation of spectral data obtained from techniques such as MS, UV-VIS, IR, H1-NMR, C13-NMR. COSY, and NOESY will be stressed during the semester. *Prerequisite*: Chemistry 311 and 312.

General Science

Neither a major nor a minor is offered.

General Science 110. General Science. (F)(4)
General Science is a two-semester introductory science sequence for non-science majors. Each course has an integrated lab. It is recommended that GNSC 110 be completed before enrollment in GNSC 111. Topics for GNSC 110 include the scientific method, motion, energy, thermodynamics, waves, electricity and magnetism, light, atoms, inorganic chemistry, nuclear chemistry, and astronomy.

General Science 111. General Science. (S)(4)
General Science is a two-semester introductory science sequence for non-science majors. Each course has an integrated lab. It is recommended that GNSC 110 be completed before enrollment in GNSC 111. Topics for GNSC 111 include: earth structure and cycles, features of life, organic chemistry, classical and molecular genetics, evolution, ecology, major physiological systems, and environmental issues.

General Science 124. Introduction to Physical Therapy. (S)(2)
A general orientation to the historical background, philosophy and professional ethics of physical therapy, interprofessional relationships between members of the health care team; concepts of health and disease; overview of the total medical spectrum, medical technology, modalities used in physical therapy, and orientatio to clinical service departments and their administration.

General Science 471. Science Seminar. (S)(1)
A lecture/discussion of selected topics of interest, lead by faculty members of the Department of Natural Sciences, invited speakers, and student participants. May be repeated once; a student can earn a maximum of two credit hours through this course. All natural science majors must take this course at least once.
Prerequisite: Natural science major with junior or senior standing, or permission of the instructor.

Mathematics

Requirements for a Major: Thirty semester hours numbered 241 and above including:

MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)
MATH 243	Advanced Calculus and Analytic Geometry	(4)
Two of the following courses:		
MATH 333	Modern Algebra	(3)
MATH 402	Functions of a Complex Variable	(3)
MATH 403	Introduction to Analysis	(3)
COMP 350	A mathematically-relevant programming course such as C++	(3)
PHYS 211 & 212	General Physics	(4)
PHYS 213 & 214	General Physics Laboratory	(1)

Those seeking secondary certification must include Mathematics 301 and 333. Mathematics 321, 331, 332, 372 are recommended.

Requirements for a Minor: COMP 350 (a mathematically-relevant programming course such as C++) plus twenty-one semester hours numbered 241 and above to include Mathematics 241 and 242.

Mathematics 101. Introduction to College Algebra. (F,S)(3)
The purpose of this course is to enhance basic mathematical skills and to prepare students for subsequent mathematics courses. This course is a prerequisite for those who do not qualify for enrollment in Math 110, Math 131, or Math 133. Students entering Union College (any freshman or those transfer students without a transferable mathematics course) with a Math ACT score of 18 or less will be placed in this course. The topics of the course will include, but are not limited to: fractions, decimals, and percents; operations with real numbers, including hierarchy of operations; exponents, roots, and radicals; polynomial arithmetic with emphasis on factoring; solving linear equations and linear inequalities; formula manipulation; and word problems involving

any of these topics. This course does not satisfy General Education Requirements in mathematics. This course may not be used to satisfy distributional requirements for any other major program, or area.

Mathematics 110. Topics in Contemporary Mathematics. (F,S)(3)
Selected topics from consumer mathematics, set theory, counting methods, probability, statistics, systems of linear equations, graphs and solutions of linear and quadratic equations using graphical methods. Modeling and problem solving techniques will be illustrated to give students an understanding of the nature and applications of mathematics. Designed as a terminal course for the non-major.

Mathematics 131. College Algebra. (F,S,Sum)(3)
Material from Math 101 is assumed. This course contains topics selected from: applications of linear and quadratic equations; solving inequalities, including quadratic inequalities; graphing equations; graphs of functions; combining functions and finding inverse functions; exponential and logarithmic functions; polynomial functions; and systems of equations.

Mathematics 133. Trigonometry and Analytic Geometry. (F)(3)
Right triangle ratios, trigonometric functions, graphing trigonometric functions, identities, inverse trigonometric functions, laws of Sines and Cosines, polar coordinates and complex numbers, analytic geometry.

Mathematics 203. Mathematics for Elementary Teachers I. (F)(3)
The purpose is to develop understanding by emphasizing mathematical concepts and connections. The course is based on NCTM standards. Students use manipulatives in the study of concepts and procedures for whole numbers, fractions, ratios, integers and real numbers. Problem solving, math journals, alternative assessment, structure, calculators. This course no longer fulfills the Math requirement in the General Education Math requirement in the General Education Core. *Prerequisite:* fulfillment of the General Education Math requirement.

Mathematics 204. Mathematics for Elementary Teachers II. (S)(3)
The purpose is to develop understanding by emphasizing mathematical concepts and connections. The course is based on NCTM standards. Students use manipulatives in the study of concepts and procedures for statistics, probability, measurement, and geometry and algebraic concepts. Classification, change, symmetry, transformations, tessellation, math portfolios, computers. *Prerequisite:* MATH 203

Mathematics 241. Introduction to Calculus and Analytic Geometry. (F,S)(4)
Review of algebra, limits, the derivative, differentiation of algebraic and trigonometric functions, applications of the derivative, extrema, and the antiderivative. *Prerequisite*: Mathematics 131, 133 and study of trigonometry in high school.

Mathematics 242. Intermediate Calculus and Analytic Geometry. (F,S)(4)
The integral, applications of the integral, logarithmic and exponential functions, trigonometric functions, hyperbolic functions, techniques of integration, L'Hospital's Rule and indeterminate forms, and improper integrals. *Prerequisite*: Mathematics 241.

Mathematics 243. Advanced Calculus and Analytic Geometry. (S)(4)
Topics selected from polar coordinates, vectors, solid analytic geometry, partial differentiation, multiple integration, infinite series, and differential equations. *Prerequisite*: Mathematics 242.

Mathematics 301. Principles of Geometry. (F)(3)
Mathematical Proof: conjunctions, disjunction, implications, truth tables. Proofs using triangles, polygons, and circles. Transformations, area, space geometry, and non-Euclidean geometries. *Prerequisite*: Mathematics 131, 133 or 204. (Even years only.)

Mathematics 321. Discrete Mathematics. (F)(3)
Logic, methods of proof, sets, relations, functions, equivalences, combinatorics, induction, recursion, elementary number theory, linear programming, and an introduction to mathematical modeling. *Prerequisite*: Mathematics 131 or permission of the instructor. (Even years only.)

Mathematics 331. Introduction to Linear Algebra. (F)(3)
Vector algebra in Euclidean spaces, lines and planes in space, matrices and linear equations, abstract vector spaces. *Prerequisites*: Math 131 and permission of the instructor. (Odd years only.)

Mathematics 332. Linear Algebra. (S)(3)
Vector spaces, subspaces, linear independence, linear transformations, determinants, inner product spaces, orthogonality, and unitary transformations. *Prerequisite*: Mathematics 331. (Odd years only.)

Mathematics 333. Modern Algebra. (S)(3)
An introduction to abstract algebra including groups, subgroups, quotient groups, isomorphism theorems, rings, and ideals. *Prerequisite*: Mathematics 241 or permission of the instructor.

Mathematics 372. Probability and Mathematics Statistics. (F)(3)
Theoretical probability using point set approach, probability as a frequency ratio; probability for finite sample spaces; conditional probability; joint and continuous distributions, binomial distribution; Baye's theorem; statistical applications of probability; theory of sampling and variance. *Prerequisites*: Mathematics 242, which may be taken concurrently, and permission of the instructor. (Even years only.)

Mathematics 402. Functions of a Complex Variable. (F)(3)
Complex numbers, analytic functions, elementary functions of a complex variable. Cauchy's formula, Liouville's theorem, Laurent's series, residues, contour integration, conformal mapping, physical applications. (Even yea only.)

Mathematics 403. Introduction to Analysis. (F)(3)
Sets and functions, topological ideas, LUB property, real sequences, continuity, mean value theorems, integration, definite integrals, Taylor's theorems, improper integrals, convergence of infinite series, power series, improper integrals with parameter. (Odd years only.)

Mathematics 471. Differential Equations. (S)(3)
Differential equations of first order and first degree, differential equations of first order and higher degree, differential operators and linear differential equations, reduction of order. *Prerequisite*: Mathematics 242. (Even years only.)

Physics

Requirements for a Minor: A minimum of twenty-one semester hours of Physics numbered 211 and above, including Physics 211, 212, 213, 214, 401, and 331.

Physics 111-112. College Physics. (F,S)(3)
These courses are intended for life science and non-science students. They must be taken sequentially. Physics 111 topics include mechanics of motion; the properties of solids, liquids, and gases; and thermal phenomena. Physics 112 topics include wave motion and vibrations; electricity and magnetism; optics; and selected topics i modern physics. Does not count toward a minor. *Co-requisite*: Mathematics 131 or permission of the instructor.

Physics 113-114. College Physics Laboratory. (F,S)(1)
Laboratory experiments accompanying Physics 111 and 112 respectively to illustrate basic principles and develop laboratory skills. No credit may be received for these laboratory courses without concurrent or prio completion of the corresponding lecture course.

Physics 211-212. General Physics. (F,S)(4)
Mechanics of solids, liquids and gases; laws of thermodynamics; kinetic-molecular theory, vibrating bodies; wave physics; laws of Coulomb, Faraday, Ampere, Ohm, Joule, and Lenz; electromagnetism; optics. *Pre- or Corequisite*: Mathematics 242.

Physics 213-214. General Physics Laboratory. (F,S)(1)
A general physics laboratory course involving experiments in mechanics, heat, sound, electricity, magnetism, and optics. Experiments are coordinated with Physics 211-212.

Physics 303. Relativity. (on demand)(3)
Einstein's Special Theory of Relativity, including relativistic kinematics and relativistic momentum and energy. *Prerequisite*: Mathematics 131.

Physics 310. Statics. (on demand)(3)
Study of force systems on bodies at rest. Applications of conditions of equilibrium to coplanar and space systems. Virtual work, centroids, moments of inertia, and products of inertia. *Prerequisite*: Physics 211. (Even years only.)

Physics 331. Heat and Thermodynamics. (on demand)(3)
Thermodynamic systems and processes, equations of state, PVT surfaces and real substances, laws of thermodynamics, energy equations, enthalpy, entropy, thermodynamic potentials, application of thermodynamics to simple systems. *Prerequisites*: Physics 212 and Mathematics 243. (Odd years only.)

Physics 332. Basic Electronics Laboratory. (on demand)(3)
Theory and applications of solid state devices, power supplies, A.C. and D.C. circuits, schematic diagrams, computer interfacing, control circuits. *Prerequisites*: Physics 112 or Physics 212, Mathematics 242.

Physics 401. Principles of Modern Physics. (on demand)(3)
Elementary concepts of quantum mechanics, selected topics in atomic and nuclear physics. *Prerequisites*: Physics 212 and Mathematics 242.

Physics 411. Classical Mechanics. (on demand)(3)
Motion of a particle, systems of particles, rigid bodies; moving coordinate systems; Lagrange's equations; small oscillations. *Prerequisite*: Mathematics 243.

Physics 420. Experimental Physics. (on demand)(2)
An upper-level physics laboratory course focusing on fundamental physical constants. Includes computer simulations. The class consists of one lecture hour and one laboratory hour. *Prerequisites*: Physics 211, 212, 213 and 214.

Science Education Majors

(Specialization Component for Certification)
Students who wish to teach secondary science may choose one of the following certification areas: Biology, Chemistry, or Mathematics or Physics. Certification to teach requires satisfying the requirements for a major in that area.

Pre-Professional Programs

Dentistry
Engineering
Medicine
Optometry
Pharmacy
Physical Therapy
Veterinary Medicine

While these are not majors, students who have interest in professional programs or allied health fields may fulfill entrance requirements for these schools while pursuing a bachelor's degree at Union. Since admission requirements to professional schools vary considerably, students having interest in these fields work with their advisor, who assists with the admission process into professional school and helps select an appropriate program of study. Students are advised to inform their advisors of interest in professional schools as early as possible.

In engineering, cooperative 3-2 plans have been worked out with the University of Kentucky and with Auburn University. Students spend their first three years at Union taking certain pre-engineering courses and a solid program in the liberal arts. The next two years are spent in-residence at the cooperating university, which the student enters as a junior. Both the Bachelor of Science from Union and the Bachelor of Science in engineering from the cooperating university will be awarded to the student after successful completion of all requirements.

Department of Social and Behavioral Sciences

Joni Caldwell, Department Chair

Majors: Criminal Justice, Psychology, Sociology
Minors: Criminal Justice, Economics, Psychology, Sociology
Other Programs: Area in Social Studies (please refer to Department of Educational Studies)

Majors, Minors, and other programs

Anthropology

Anthropology 221. Introduction to Cultural Anthropology. (F)(3)
A survey of the archaeological and biological history of mankind as it relates to the development of man and hi culture, with comparisons drawn between the cultures of primitive people and Western Civilizations.

Anthropology 251. North American Indian Cultures. (S)(3)
The historical development of North American Indian technology, and the cross-cultural study of four diverse Indian cultures at the time of White contact, will be the main focus of this course. Economics, ecology, technology, role relations, medicine, politics and conflict will be the focus of study in each culture.

Behavioral Sciences

Behavioral Science 245. Basic Statistics: Theory and Application. (F,S)(3)
Basic concepts of descriptive and inferential statistics, illustrations of applications in the fields of sociology, psychology, business, education, and natural science.

Behavioral Science 246. Methods of Behavioral Science Research. (S)(3)
Techniques and philosophies of behavioral science research including experimental, quasi experimental, survey, evaluation, field, and unobtrusive designs for the collection and interpretation of information.

Behavioral Science 495. Independent Study. (on demand)(1-3)

Criminal Justice

The Criminal Justice major at Union College is a dynamic interdisciplinary program drawing from a wide variety of academic disciplines including sociology, psychology, and political science. Students in this program develop and appreciation of the full complexity of the American criminal justice system, and are afforded the opportunity to understand fully the social, legal, and techno-

ogical progress in criminal justice agencies. Because Criminal Justice is a problem-based field of udy focusing on the nature of crime and the agencies and processes that respond to crime in a emocratic society, the program also examines crime prevention and control efforts. Students nvestigate the impact of various types of crimes on victims and on society. Students study the rinciples of justice which underlie this nation's approach to crime, and develop the discretion that ecision-makers require in deciding how to handle specific cases. Students learn how to think ritically about key issues and problems such as terrorism, the death penalty, drug abuse, and how o evaluate ethical problems.

Criminal Justice students gain a solid foundation in criminal justice and specialized employment reas such as law enforcement, corrections, and private security. Graduates seek employment pportunities in various criminal justice environments such as Federal and State Police, sheriff's epartments, or other law enforcement offices and jails or prisons as detention or correctional fficers. Students in the Criminal Justice program are also well prepared for further graduate study nd/or law school.

Requirements for a Major: Thirty-two semester hours, including Criminal Justice 200, 201, 302, 307, 390, 391, 401; Sociology 363 and 464; and an additional nine semester hours chosen from the following: Criminal Justice 205 and 387; Psychology 202 and 352; Sociology 231; Political Science 470; or certain experimental courses.

Requirements for a Minor: Twenty-one semester hours of course work including the following: Criminal Justice 101, 201, 302, 307, and 401; Sociology 363; and an additional six semester hours chosen from the following: Criminal Justice 205 and 387; Psychology 202 and 352; Sociology 231 and 464; or certain experimental courses.

Criminal Justice 200. Introduction to Criminal Justice. (F,S)(3)
An introduction to the criminal justice process including the areas of criminal justice administration, the police, the courts, and corrections.

Criminal Justice 201. Criminal Procedure. (F)(3)
The law pertaining to the rights of defendants to criminal charges including: theories of responsibility, exclamatory matters, criminal trial procedures, classifications of evidence, presumptions, relevance, expert testimony, testimonial privileges, hearsay, confessions, and impeachment.

Criminal Justice 205. Introduction to Criminal Law. (S)(3)
An introduction to criminal law including the origins and principles of criminal law, criminal liability, and crimes against persons and property.

Criminal Justice 302. Methods and Problems of Investigation. (S)(3)
This course introduces the student to the fundamentals of police science investigation. An overview of the current problems that law enforcement investigators face will be addressed. Also, a comparative analysis of different agencies will be outlined. *Prerequisites*: Criminal Justice 101 or permission of the instructor.

Criminal Justice 307. Criminal Justice Administration. (S)(3)
A study of the administrative principles and management practices of criminal justice organizations including the police, courts, and correctional facilities.

Criminal Justice 387. Criminal Justice Practicum. (on demand)(3)
Criminal justice practicum consists of an eighty hour field placement in one of the areas of criminal justice: corrections, courts, or police. *Prerequisites*: Criminal Justice 101 or permission of the instructor.

Criminal Justice 390. Comparative Criminal Justice Systems I. (F)(1)
This reading course focuses on topics covering the current state of law enforcement in modern pluralist democracies as well as law enforcement integration and transformation in Latin America, Africa, China, India and other newly industrialized countries. Major trends, issues and prospects for future evolution are discussed. *Prerequisite*: CRJU 201.

Criminal Justice 391. Comparative Criminal Justice Systems II. (S)(1)
This reading course focuses on topics covering the current state of law enforcement in modern pluralist democracies as well as law enforcement integration and transformation in Latin America, Africa, China, India and

other newly industrialized countries. Major trends, issues and prospects for future evolution are discussed. *Prerequisite*: CRJU 201.

Criminal Justice 401. Public Policy and Criminal Justice (F)(3)

This course studies the policy questions in the criminal justice system. Particular emphasis is placed on a detailed examination of the major policy issues that link crime, politics, administration and the law. This capstone course will serve as a method of integrating the student's four years of study in the Liberal Education Core and Criminal Justice major.

Criminal Justice 495. Independent Study. (on demand)(1-3)

Please see the relevant sections of the catalog under Political Science, Psychology, and Sociology for a description of the elective courses in the Criminal Justice degree programs.

Economics

Union College offers a 21 semester-hour minor in Economics which qualifies as one of the required minors to accompany the Business Administration major. It is also complementary with other majors, such as mathematics or any of the Social Sciences. It ranges from courses in international economics providing a global perspective, to managerial economics, which is valuable for the potential small business owner. Economics also provides a strong background for professional schools, such as law or MBA's.

Requirements for a Minor: ECON 303, 304, and BHSC 245, plus an additional 12 hours in electives in economics or a closely related field, not used to satisfy the student's major requirements. A list of sample courses in related areas is given below. Other courses can be considered upon request.

Samples of Closely Related Courses:

ACTG 374	International Accounting & Finance
BUAD 361	Corporate Finance
MATH 241	Calculus I
MKTG 400	Marketing Management
PSYH 330	Social Psychology
SOCI 311	Human Ecology

Any approved course in the KIIS Program.

Economics 203. Principles of Macroeconomics. (F)(3)

This course will introduce the student to macroeconomic theory including a study of the economizing problem pure and mixed economics systems, demand and supply, the economic functions of government, national income accounting, the business cycle, employment theory, money and banking, and fiscal policy.

Economics 204. Principles of Microeconomics. (S)(3)

This course will introduce the student to microeconomic theory, including demand and supply analysis, elasticity, the production function, price and output determination, costs of production, pricing and employment of resources, and market structures.

Economics 303. Intermediate Macroeconomics. (F)(3)

This course examines in greater detail the theoretical foundations of fiscal and monetary policy, and allows students to experience macrocomputer models and modeling of macroeconomic issues including indexing, forecasting and analyzing GDP and other macroeconomic data, and use of key economic indicators in determining Federal Reserve policy. *Prerequisite*: Economics 203 and Behavioral Sciences 245. (Even years only)

Economics 304. Intermediate Microeconomics. (S)(3)

This course examines in greater detail the theoretical foundations of consumer demand and production theory. It further enhances understanding of microeconomic concepts by using computer models and empirical analysis of relevant data. *Prerequisites*: Economics 204, Behavioral Science 245, and Computer Information

Systems 112, or permission of the instructor. (Even years only)

conomics 354. Managerial Economics. (S)(3)

This course is designed to illustrate how business managers can utilize knowledge of economic principles to help make managerial decisions. Topics covered will include: market demand, empirical estimation of demand and/or supply, production and costs, decision under uncertainty, organizational decisions and production decisions. *Prerequisites*: Economics 204 and Behavioral Science 245. (Odd years only)

conomics 363. Money & Banking. (S)(3)

Objectives of this course include introducing the student to the development of the commercial banking system, the Federal Reserve System and further exploration of fiscal and monetary policy. *Prerequisite*: Economics 203. (Odd years only)

conomics 410. Current Topics in Economics. (S)(3)

This course examines topics in economics that are controversial and noteworthy in analysis and conclusions for policy makers. It requires application of economic theory in both micro- and macroeconomics to selected topics. *Prerequisites*: Economics 203, 204, Behavioral Science 245 and junior standing. (Even years only)

conomics 451. Environmental Economics. (F)(3)

This course studies the societal choice in the use of scarce resources and how it is related to ecosystem survival, environmental quality, and human welfare. *Prerequisite*: ECON 204 or permission of professor (Even years only).

conomics 457. International Economics. (F)(3)

This course is designed to familiarize the student with the principles and techniques necessary to understand economics in an international setting. Topics covered will include: absolute and comparative advantage, protectionism in various forms, economic decision-making in a global setting, applications of economic theory to multi-national firms, and numerous other international economics topics. *Prerequisites*: Economics 203,204, Behavioral Science 245, and junior standing. (Odd years only)

conomics 488: Economics Seminar. (on demand)(3)

An advanced course of selected topics of interest in the field of Economics. *Prerequisite*: Business major/minor with junior or senior standing and 21 credit hours in business courses or permission of the department head.

Geography

Geography 101. Introduction to Geography. (S)(3)

Emphasis on the concepts of place, region, spatial interaction, landscape interpretation and landscape evolution. Deals with the graphic media of geography - maps, graphs, scale models. Case studies illustrate geographic principles to familiarize students with various parts of the world. For future teachers as well as students of the natural and social sciences.

Geography 233. Geography of Appalachia. (on demand)(3)

A systematic analysis of the physical, demographic, economic, and cultural characteristics of the Appalachian landscape, with emphasis on the great diversity within the region.

Psychology

The Psychology Major at Union College offers students broad exposure to diverse knowledge domains within the discipline of psychology. Psychology students are expected to take a range of courses in clinical, cognitive, and experimental psychology, and have the opportunity as well to pursue their own area of specialization. The Psychology Major intends to offer rigorous preparation for the variety of career goals that the student may be seeking, whether these involve graduate education, positions in the helping professions, or simply the desire to increase her or his knowledge of human behavior.

Requirements for a Major: Forty-one semester hours, including Behavioral Sciences 245, 246, Psychology 200, 215, 290, 352, 372, 390, 391, 461, and 490.

Requirements for a Minor: Twenty-one semester hours, including: Behavioral Sciences 245, 246, and Psychology 200.

Psychology 200. Introduction to Psychology. (F,S)(3)
Emphasis on the study of human behavior and the ability of the individual to make adjustments to his environment. *Prerequisite*: SBSC 101 or permission from instructor.

Psychology 201. Psychology of Personal Adjustment. (on demand)(3)
Factors determining the development of personality, principles of mental health, and problems involved in the dynamics of human adjustment.

Psychology 202. Forensic Psychology. (F)(3)
An application of psychological principles to the criminal justice system. Topics include: the relationship between the legal and mental health systems, the assessment of criminal responsibility, the psychodynamics of criminal behavior, and intervention strategies. (Odd years only).

Psychology 215. Physiological Psychology. (F)(3)
This course examines the biochemical, neuroanatomical, and physiological bases of human and animal behaviors such as sensory perception, motor function, language, learning, memory, and emotion. *Prerequisi* PSYH 200, or SBSC 101 with permission from instructor.

Psychology 220. Lifespan Development. (on demand))(3)
This course examines the theories and research on psychological development from birth to death. This cour will focus on the topical areas of physical, cognitive, and social changes that occur throughout life. (Odd years only). *Prerequisite:* PSYH 200, or SBSC 101 with permission from instructor.

Psychology 250. Practicum in Counseling Psychology. (F,S)(3)
Supervised practical field experience at approved practicum sites. Sites will involve working in the area of counseling and psychotherapy, or related psychological service opportunities. The practicum is intended to integrate classroom theory and learning with formal work experience. Practicum sites are selected by the student on an individualized basis and in consultation with the instructor. Only those sites with adequate supervision and educational experience for the student will be approved for the practicum experience. The course is repeatable, and may be taken for up to 3 credits. *Prerequisite*: PSYH 200 or permission of instruct

Psychology 290. Clinical Psychology. (F)(3)
An introduction to the basics of clinical psychology. This course stresses the importance of theory, quality research, prevention, assessment skills, and clinical abilities in interventions. Reviews and examines three theoretical perspectives – psychoanalytic, behavioral, and phenomenological – and makes use of case materi and real-world applications to illustrate each theoretical approach. There will be an emphasis on the advantag of the scientist-practitioner model of preparation for the multitude of functions available to clinical psychologis *Prerequisite*: PSYH 200, or SBSC 101 with permission from instructor.

Psychology 320. Cross-Cultural Psychology. (on demand) (3)
This course examines human behavior from a cross-cultural perspective. This course will evaluate psycholog cal theories that make assumptions from a limited cultural perspective through exploring recent research and topics that challenge these commonly accepted psychological theories. The goal of this course is to provide a broader knowledge and understanding of the field of psychology outside of the U. S. culture. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 330. Social Psychology. (F)(3)
Major emphasis is on problems involved in human relations. Designed to help the individual to understand a adjust to group thought and action. Attention is given to recent psychological and sociological research in human relations. (Even years only). *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 350. Cognition. (F)(3)
An introduction to the study of human information processing. Topics include attention, thinking, pattern recognition, short and long- term memory, semantic memory, mental imagery, problem solving, creativity, and language acquisition. (Even years only). *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 352. Abnormal Psychology. (S)(3)
Mental disorder, changing conceptions of normality, the more common forms of mental disorders, their psychological interpretation, principles of effective mental hygiene, and contemporary approaches to psychotherapy. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 360. Sensation and Perception. (S)(3)
An introduction to the principles and theories of human perception. The anatomy and physiology of different sensory modalities are examined. Topics include vision, hearing, touch, taste, and smell. Psychophysics is covered. *Prerequisite*: PSYH 200 or permission from instructor.

sychology 372. Experimental Psychology. (S)(3)
This course will build on the concepts and principles learned in BHSC 245 and 246. Topics include ethics in research, writing research proposals and reports, selecting the appropriate research design and statistical analyses, performing literature researches, and critically reviewing published research reports. Students will be introduced to frequently used statistical and graphic computer packages in psychology. Students will be required to write a research proposal that includes a hypothesis, literature review, and experimental plan. If approved by the professor, students may choose to implement the research proposal in PSYH 492. Prerequisites: PSYH 200, BHSC 245 and 246.

sychology 390. Classics in Psychology I. (F)(1)
Students will read and discuss classics in the history of psychology; includes Ancient, Medieval, and Renaissance authors. *Prerequisite*: PSYH 200 or permission from instructor.

sychology 391. Classics in Psychology II. (S)(1)
Students will read and discuss classics in the history of psychology; field of experimental and scientific psychology; includes contemporary authors in the field of experimental and scientific psychology. *Prerequisite:* PSYH 200 or permission from instructor.

sychology 402. Counseling Theories and Techniques. (S)(3)
Basic theories, types, and techniques of counseling. Practice in individual and group techniques of interviewing. *Prerequisite:* PSYH 290 or permission from instructor.

sychology 410. Psychology of Addictions. (on demand)(3)
Major emphasis is on factors determining the development of addictions, including physiological, emotional, cognitive, and behavioral dimensions of the addictive process. Also emphasizes intervention and treatment strategies for the various types of chemical dependency and substance abuse. *Prerequisite*: PSYH 200 or permission from instructor.

sychology 420. Learning. (F)(3)
This course examines the fundamental principles of learning theories and the factors that influence behavior such as motivation, memory, and attention. The relationship of animal to human behavior will be emphasized. Topics include learning through modeling and associations; classical and operant conditioning; choice and self-control; and voluntary action and free will. Language acquisition will also be analyzed. (Odd years only). *Prerequisite:* PSYH 200, or SBSC 101 and permission from instructor.

sychology 450. Practicum in Counseling Psychology. (F,S)(3)
Supervised practical field experience in approved practicum sites, with an academic component designed to strengthen the student's theoretical background with regard to the work of the practicum. Sites will involve working in the area of counseling and psychotherapy, or related psychological service opportunities. The practicum is intended to integrate classroom theory and learning with formal work experience. Practicum sites are selected by the student on an individualized basis and in consultation with the instructor. Only those sites which provide adequate supervision and educational value for the student will be approved for the practicum experience. The course is repeatable, and may be taken for up to 3 credits. *Prerequisites*: PSYH 200, upper division status, and permission from instructor.

Psychology 460. Theories of Personality. (on demand)(3)
Nature of personality structure and dynamics. Classical psychoanalysis, social psychological and stimulus-response theories included. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 461. History and Systems of Psychology. (F)(3)
Origins of psychological thought within science and philosophy, tracing the development of systems and theories beginning with classical greek thinkers. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 475. Advanced Behavioral Neuroscience. (on demand)(3)
This course will cover advanced topics in the field of behavioral neuroscience with greater emphasize on the areas examined in Physiological Psychology. Through class lecture and laboratory exercises, students will explore the theories and experimental methods used in the field of behavioral neuroscience. *Prerequisite*: PSYH 215.

Psychology 480. Special Topics in Psychology. (on demand)(3)
An intensive study of selected topics of interest within the discipline of psychology. May be repeated for credit as the topic varies. *Prerequisite*: PSYH 200 or permission from instructor.

Psychology 490. Contemporary Issues in Psychology. (S)(3)
Building on the classical and historical background provided in the liberal education core, this senior seminar course provides students the opportunity for intensive study in the contemporary issues and future directions

within the discipline of psychology. In this capstone course, the student will complete a Senior Project under th direction of an advisor in either clinical or experimental psychology, and will develop the "life philosophy document" as a final integration paper based on her or his four years of study in the core and the major. *Prerequisite:* PSYH 461.

Psychology 492. Research Practicum in Psychology. (F,S)(3)
Students will apply the principles and concepts learned in PSYH 372 by developing and implementing a resear project of their interest approved by the instructor. Research activities could range from refining existing experimental procedures to identifying interesting new research questions and developing new experimental manipulation to examine them. Students are required to submit a written report and orally present their research project. Such experiences, particularly if they are extended over several semesters, will further advan the student's ability to obtain graduate training for a career in any area of psychology, whether counseling and therapy, government, industry, science, or academia. May be repeated up to 2 times. *Prerequisite:* PSYH 472.

Psychology 495. Independent Study. (on demand)(1-3)

Sociology

Sociology is the scientific study of human behavior and society. Sociology students are introduced t the concepts, theories, and research methods used by sociological practitioners to understand a broad range of human activities: from those that connect humankind across the globe, to activities that sustain meaning in a small group. The sociology major prepares students for graduate study or for entry-level employment in the criminal justice system, helping professions, and business community, as well as in a variety of other professions. Also, the sociology major was developed in a manner that will allow students to complete concentrations in related areas such as psychology or criminal justice.

Requirements for the Major: Thirty-two semester hours, including Behavioral Sciences 245, Behavioral Sciences 246, Sociology 131, Sociology 301, Sociology 302, Sociology 460. Psychology 330 is strongly recommended and will be credited toward the thirty-two semester hour requirement

Requirements for the Minor: Twenty-one semester hours, including Behavioral Sciences 245, Behavioral Sciences 246, Sociology 131. Psychology 330 is strongly recommended and will be credited toward the twenty-one semester hour requirement.

Sociology 131. Introduction to Sociology. (F)(3)
The social interaction of persons and groups; man's cultural heritage and social nature; analysis and principle of group life; forms of collective behavior; the process of socialization; social structure, interaction and reorganization, including race relations and social class; a variety of social institutions; the family, education, religion; the economy and politics; social change.

Sociology 231. Juvenile Delinquency. (F)(3)
An introduction to the study of juvenile delinquency and the juvenile justice system. The course investigates the topics of juvenile law, theories of causation procedural issues, and their interrelationships.

Sociology 241. Sociology of Appalachia. (F,S)(3)
Uses the basic principles and concepts of sociology to study life in the Appalachian region. The areas of study include socio-economic class, culture, folklore, social institutions, the family, religion, schooling, poverty, and development.

Sociology 251. Current Socio-Economic Problems. (F)(3)
Scientific understanding of social problems; problem areas in contemporary American society; types of personal disorders and role impairment; the influences of social change on the structure of society. Attention is also given to the question of why certain forms of deviance become defined as social problems.

Sociology 255. Selected Topics in Political Sociology. (on demand)(3)
A series of seminars and small group discussions organized around a set of case readings in the area.

Sociology 271. Marriage and the Family. (F,S)(3)
Background experiences in the lives of young people leading up to courtship and marriage; the establishment

and functioning of the home, with related biological and social factors. Emphasis upon changing attitudes toward family relationships, some of the problems involved and suggested solutions.

ociology 301. Readings and Practice in Sociology I. (F)(1)

Students read selected material in sociology and compare the theoretical views with real world experiences. Selected material in this course will focus on the sociological perspective, the development of the discipline, and some of the contributions of early sociologists. *Prerequisite*: Sociology 131.

ociology 302. Readings and Practice in Sociology II. (S)(1)

Students read selected material in sociology and compare theoretical views with real world experiences. Selected material in this course will focus on current theoretical perspectives in sociology, and their role in driving sociological research. *Prerequisite*: Sociology 131.

ociology 311. Human Ecology. (S)(3)

Population distribution, growth, composition, and its relevance to current economic, social, and political problems. *Prerequisites*: Sociology 131 or permission of the instructor. (Even years only)

ociology 353. Minority Groups. (F)(3)

A social scientific study of the origin and organization of minorities and their effect on society, with particular emphasis on minorities in the United States. *Prerequisites*: Sociology 131 or permission of the instructor.

ociology 363. Sociology of Corrections. (S)(3)

The study of the origins and organization of corrections in the United States. Topics include correctional ideologies, the social structure of various types of correctional facilities, probation, and parole. *Prerequisites*: Sociology 131 or permission of the instructor.

ociology 371. Social Institutions. (on demand)(3)

An examination of the structure and function of social institutions, with primary orientation within the American milieu. Particular emphasis on socialization, stratification, social change, and relations among institutions. *Prerequisites*: Sociology 131 or permission of the instructor.

ociology 372. Social Stratification and Inequality. (on demand)(3)

An analysis of the social stratification system including the concepts of class, status, prestige, income, and wealth; and, the impact of social stratification on American society. *Prerequisites*: Sociology 131 or permission of the instructor.

ociology 387. Field Practicum in Sociology. (on demand)(3)

The field practicum in sociology is designed to give social science majors practical experience in a professional field related to sociology. Field placements will include such diverse experiences as working in the county clerk's office, pre-trial services, social services and other programs. *Prerequisites*: Behavioral Science 245, and either Anthropology 221, Psychology 200 or Sociology 131, and permission of the instructor.

ociology 421. Rural and Urban Sociology. (S)(3)

Comparative and interrelated study of urban and rural life considering physical, institutional, social and economic factors of modern life in cities and in the countryside. *Prerequisites*: Sociology 131 or permission of the instructor. (Odd years only.)

ociology 433. Social Change. (on demand)(3)

This course introduces students to the problems of development and change. Examples will be drawn from Third World models of development, nationalism, imperialism, environmentalism, and human rights. The course is interdisciplinary, with emphasis on historical, economic, environmental and sociological aspects. *Prerequisites*: Sociology 131 or permission of instructor.

ociology 460. Sociological Theory. (F)(3)

The major theories which have proved useful in investigating the nature of society are examined as cultural products, ideologies, and scientific models. Special attention is given to major figures such as Comte, Durkheim, Weber, Merton, C. Wright Mills, White and Sorokin in the emergence and convergence of their theoretical development. Lecture and discussion in a seminar setting. *Prerequisites*: Sociology 131 or permission of the instructor.

ociology 464. Sociology of Deviance and Criminology. (S)(3)

This course will develop an understanding of the social definitions and implications of deviance. Various types of deviant behavior and relevant theories of society will be addressed. *Prerequisites*: Sociology 131 or permission of the instructor.

ociology 470. Collective Behavior and Social Movements. (S)(3)

An analysis of the theoretical interpretations made by social and behavioral scientists of individual and collective

behavior in crowds, demonstrations, disasters, social movements, riots, and political revolutions in Western Culture focusing on the United States from 1870 to the present. *Prerequisites*: Sociology 131 or permission the instructor.

Sociology 495. Independent Study. (on demand)(1-3)

)epartment of Wellness, Human Performance and Recreation (HMPF)

arry Inkster, Department Chair

lajors: Health, Physical Education, Recreation Management and Sports Management
linor: Health

Health (Wellness)

tudents preparing to teach in Kentucky will receive both elementary and secondary certification by ılfilling the requirements of this program and passing the National Teachers Examination (NTE). It s strongly recommended that those students pursuing teaching certification in physical education lso pursue a health major.

WELL275	Foundations of Health Science	(3)
WELL 278	Life Choices I	(3)
WELL 279	Life Choices II	(1)
WELL 311	Health Education K-12	(3)
WELL 340	Physiology and Anatomy	(3)
WELL 350	Administration of Public Health	(3)
WELL 361	Principles of Nutrition	

Iealth Electives: 12 hours

WELL 131	First Aid and Safety	(3)
WELL 252	Mental Health	(3)
WELL 272	Drugs and Society	(3)
WELL 451	School and Community Workshop	(3)
WELL 461	Nutrition for Special Needs	(3)
WELL 475	Critical Areas of Health	(3)
WELL 485	Field Experience in Health	(3-6)
WELL 495	Independent Study	(3-4)

Students not majoring in Physical Education must also take: PHED 351 Test and Measurements

Requirements for a Minor in Health Education: Twenty-one semester hours, which must

include WELL 278, 279, 311, 340, 361 or 461, and 475. Students not majoring in Physical Educatio must also take PHED 351.

Wellness 131. First Aid and Safety Education. (on demand)(3)
Designed to aid the student in developing an understanding of the basic principles of accident prevention as applicable to the home, the highway, and the school. First aid measures for various injuries and illnesses are discussed and practiced.

Wellness 252. Mental Health. (F)(3)
Basic needs for mental and emotional health. Emphasis on curriculum content and teaching aspects of mental health, and a more thorough understanding by the prospective teacher of mental health issues including stres and lifestyle, gender differences, life/death decisions, suicide and child abuse. (Even years only.)

Wellness 272. Drugs and Society. (S)(3)
The effect of drug use and abuse on the individual and society. Strategies for making intelligent decisions regarding drugs will be discussed. Drugs and the sporting society will also be included. (Odd years only.)

Wellness 275. Foundations of Health Science. (F)(3)
This course involves a study of the history, foundational disciplines, and principles that led to the establishme of health education. The role of health education in the present health care system is also studied.

Wellness 278. Life Choices. (F,S,Sum)(3)
The study of health related factors enabling intelligent decisions as they relate to the physical, mental, and soci health of self, family, and community at present and for the future.

Wellness 279. Life Choices II. (F,S,Sum)(1)
The course will focus on putting a wellness plan into action. The student will design and implement a wellness plan.

WELL 311. Health Education —K-12. (S)(3)
The experiences, activities, and instruction of elementary and secondary students that lead to intelligent self-direction of health behavior.

WELL 340. Physiology and Anatomy. (F)(3)
A study of cellular construction, tissues, organs, and systems of the human body. A study of the functions of these organs and systems as it deals with health and physical education discipline.

WELL 350. Administration of Public Health. (S)(3)
This course involves a study of the leadership qualities and the basic guidelines for administrating a public health program. It includes basic concepts, administrative guidelines, and roles of public health officials, publ health laws, and developing a master plan.

WELL 361. Principles of Nutrition. (F,Sum)(3)
A study of the composition, nutritive value, and utilization of food.

WELL 451. School and Community Health Workshop. (Sum)(3)
Reveals the relationship needed between the school and community to promote the total health of the population. Speakers are secured from official agencies, voluntary agencies, professional agencies, sponsore agencies, and other colleges. Small groups are utilized for discussion, field trips, and study through audio-visual aids.

WELL 461. Nutrition for Special Needs. (S)(3)
A course focusing on the nutrition needs through the life cycle, energy metabolism, and therapeutic applicatio of nutrition.

WELL 475. Critical Areas in Health. (F)(3)
Specific health problems confronting society today with particular reference to secondary age students.

WELL 485. Field Experiences in Health. (F,Sum)(3-6)
A directed field experience in some phase of health, with consideration given to both the needs and interests o the student. Opportunities will be available for practical experiences in the school situation, official health agencies, and voluntary agencies.

WELL 495. Independent Study. (F,S,Sum)(1-3)
Independent study for advanced students only.

Physical Education

Students preparing to teach in Kentucky will receive both elementary and secondary certification by fulfilling the requirements of this program and passing the National Teachers Examination (NTE).

Physical Education – with teaching certification (43 hours)

WELL 340	Physiology and Anatomy	(3)
HMPF/PHED 241	History and Philosophy of Physical Education	(3)
PHED 261	Physical Education in the Elementary School	(3)
PHED 275	Principles of Elementary Movement Forms	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
HMPF 435	Social Psychology of Sport and Human Performance	(3)
PHED 461	Physical Education in the Secondary School	(3)
	Four Physical Education Service Courses	(4)

Physical Education – non-teaching (37 hours)

WELL 340	Physiology and Anatomy	(3)
HMPF/PHED 241	History and Philosophy of Physical Education	(3)
PHED 321	Recreational Leadership	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
HMPF 435	Social Psychology of Sport and Human Performance	(3)
Four Physical Education Service Courses		(4)

Service Courses

A maximum of eight semester hours of service courses may be credited toward graduation. Physical education majors must take four service courses. This is the maximum that can be applied to a major, but others may be taken as electives. The following service courses also meet the elementary and secondary requirement for physical education.

Physical Education 111. Beginning Swimming (Non-swimmers only). (F,S,Sum)(1)

Physical Education 112. Intermediate Swimming. (F,S,Sum)(1)

Physical Education 113. Lifeguard Training. (S)(1)
Advanced techniques of water safety and rescue. American Red Cross certification awarded to those who qualify. Cardiopulmonary resuscitation certification also awarded to those who qualify. *Prerequisite*: Successful completion of a swimming skills pre-test or permission of the instructor.

Physical Education 121. Team Sports. (F)(1)

Physical Education 122. Volleyball. (F,S)(1)

Physical Education 132. Golf. (F,S)(1)

Physical Education 133. Tennis and Badminton. (F,S,Sum)(1)

Physical Education 134. Personal Fitness and Aerobic Activities. (F,S)(1)

Physical Education 136. Weight Training. (F)(1)

Professional Courses

Physical Education 201. Theories of Coaching Football. (F,Sum)(3)
The practical study of the game of football, as it applies to the coach and player. A study of the fundamental skills, principles and concepts. (Odd years only.)

Physical Education 202. Coaching Men's and Women's Basketball. (F,Sum)(3) (Even years only.)

Physical Education 204. Coaching Baseball and Softball. (S,Sum)(3)

Physical Education 241. History and Philosophy of Physical Education. (S)(3)
From primitive man through the present, with particular emphasis on Greek physical education, European systems and development of physical education in North America. Some research into the history of various sports.

Physical Education 261. Physical Education in the Elementary School. (F,M,Sum)(3)
The role of the classroom teacher in physical education. Emphasis is placed on the application of game, movements, exploration, rhythms and self testing. Included are screening procedures for the assessment of motor development.

Physical Education 275. Principles of Elementary Movement Forms. (F)(3)
An experience in discovering the principles behind basic movement forms at the elementary physical education level. Various movement theories and concepts will be explored and examined on the cognitive and kinesthetic bases.

Physical Education 321. Recreational Leadership. (S)(3)
Leadership techniques in music, social games, arts and crafts, dramatics, camping, nature, and sports. Designed to aid students in enriching their own leisure time and to prepare for leadership in teaching, full-time Christian service and social service.

Physical Education 340. Motor Development. (F)(3)
An examination of an individual's motor development across the lifespan. Particular emphasis will be placed on the effect physical activity has on growth and development.

Physical Education 351. Tests and Measurements in Health and Physical Education. (S)(3)
Evaluating health and physical education by the construction and administration of tests. Emphasizes reliability, objectivity, validity of tests and grading systems.

Physical Education 361. Organization and Administration of Physical Education and Athletics. (S)(3)
Administration of physical education and athletic programs in schools, with special emphasis on philosophy and leadership styles. Includes budget and finance, office management, curriculum development, facilities, legal factors and public relations.

Physical Education 410. Exercise Physiology. (F)(3)
The effects of exercise and physical activity on various systems of the human body. Laboratory activities included. *Prerequisite*: WELL 340 or permission of the instructor.

Physical Education 420. Physical Education for the Exceptional Child. (F)(3)
Health conditions, which require the physical education program to be adapted to meet the needs of individuals with handicapping conditions, will be studied. Additional emphasis on national, state and local agencies designed to help meet the needs of these individuals. Some work with a local, exceptional population may be required.

Physical Education 421. Kinesiology. (S)(3)
An analysis of human motion and its relation to athletic and gymnastic activities; practical application of these principles. *Prerequisite*: WELL 340 or permission of the instructor.

Human Performance 435. Social Psychology of Sport and Human Performance(F)(3)
The study of the sociological and psychological factors which influence the acquisition and performance of motor skills as well as the sociological and psychological benefits of exercise. This course has replaced PHED 360 and 425.

Physical Education 461. Physical Education in the Secondary School. (F)(3)
Topical areas such as philosophy, teacher certification, competencies, and professional activities will be covered. Curriculum construction, instructional methods, class management and techniques for teaching specific activities will be considered as they relate to the secondary level.

Physical Education 471. Sports Management Internship. (F,S,Sum)(6)
Supervised sports management experience in a related setting.

Physical Education 495. Independent Study. (F,S,Sum)(3)
Independent work for advanced students only.

Recreation Management

The educational objective of this curriculum is to provide men and women with the knowledge, skills, and confidence to handle a wide array of professional opportunities now available in outdoor/ wilderness and commercial recreation as well as the preparation for life long involvement in leisure activities.

The Recreation Management Degree program will require that students complete a core program and to select an area of concentration in either Wilderness and Park Management, Outdoor Experiential Education, or Commercial Recreation (to be added at a future date).

Our students will also be required to complete an internship in their concentration and a minor in a supporting field.

This degree will prepare our graduates for careers in recreation program management, club management, outdoor recreation, experiential education, wilderness/park management and resort recreation.

Wilderness and Park Management

RECM 111	Introduction to Recreation and Leisure	(3)
RECM 130	Wilderness Survival	(3)
RECM 201	Principals of Outdoor Recreation	(3)
RECM 250	Recreational Programming	(3)
RECM 237	Expedition Planning	(3)
RECM 333	Recreation Visitor Behavior	(3)
RECM 361	Readings 1 in Recreation Management	(1)
RECM 362	Readings 2 in Recreation Management	(1)
RECM 370	Park Planning and Design	(3)
RECM 410	Wilderness Conservation, Policy and Management	(3)
RECM 425	Recreation Resource Planning	(3)
RECM 444	Recreation Research Methods	(3)
RECM 450	Senior Seminar	(3)
RECM 475	Philosophy of Recreation Management	(3)
RECM 480	Environmental Ethics	(3)
RECM 485	Recreation Management Internship	(6)
RECM 490	RECM Capstone	(1-3)

Outdoor Experiential Education

RECM 111	Introduction to Recreation and Leisure	(3)
RECM 130	Wilderness Survival	(3)
RECM 201	Principles of Outdoor Recreation	(3)
RECM 235	Wilderness Adventure and Education	(3)

PHED 321	Recreational Leadership	(3)
RECM 333	Recreation Visitor Behavior	(3)
RECM 361	Readings 1 in Recreation Management	(1)
RECM 362	Readings 2 in Recreation Management	(1)
RECM 370	Park Planning and Design	(3)
RECM 411	Interpretive Methods	(3)
RECM 444	Recreation Research Methods	(3)
RECM 450	Senior Seminar	(3)
RECM 465	Environmental Education	(3)
RECM 475	Philosophy of Recreation Management	(3)
RECM 480	Environmental Ethics	(3)
RECM 485	Internship	(6-12)
RECM 490	RECM Capstone	(1-3)
Electives		
RECM 190	Special Topics	(1)

The total number of hours for the major is 42-48 depending on how many semester hours the student takes beyond the minimum required for the internship and capstone.

RECM 111. Introduction to Recreation and Leisure. (F)(3)
The study of recreation and leisure services as governmental/social responsibilities with local and national programming, entertainment and the arts, and adventure education.

RECM 130. Wilderness Survival. (F,S)(3)
Explores the skills required for survival in the wild. Land navigation, survival (air, shelter, water and food) and wilderness first aid skills will be covered. This course will include off campus class sessions.

RECM 131. Mountain Biking. (S)(F)(1)
Introduce students to the specific skills required to explore the back country by mountain bike. Topics covered will include: bike fit, trail riding, environmental issues, bike design and repair, and route planning.
Prerequisite: RECM 130 Wilderness Survival or permission of instructor

RECM 132. Fly Fishing. (S)(M)(1)
This course is designed to provide a foundation in basic casting skills, fish habitat, basic entomology, fly tying and rod construction.

RECM 135. Canoe and Kayaking. (S)(1)
Introduction to the basic skills and techniques required for safe and enjoyable river and lake travel by canoe and kayak. *Prerequisite:* RECM 130 or permission of instructor.

RECM 190. Special Topics. (F,S)(1)
This course is designed to offer different activity courses in Recreation. Examples: mountain biking, canoe, rock climbing, etc.

RECM 201. Principles of Outdoor Recreation. (S)(3)
Study of the free-time outdoor recreational pursuits in which the activities are acted out for their own sake and in which there is an interaction with an element of nature. The nature of play, ritual and leisure within a structured entity, and its management will be examined.

RECM 235. Wilderness Adventure and Education. (F,S,Sum)(3)
This course introduces the student to ropes and challenge courses, rappelling, rock climbing, cave exploration and backcountry recreation both in theory and practical application. Students will learn to plan, organize and lead various exercises. *Prerequisite*: RECM 130 or permission of instructor.

RECM 237. Expedition Planning. (F)(3)
This course explores backcountry travel and living, particularly in the context of extended expeditions. Topics covered include hiking, backpacking, backcountry nutrition, trip planning and low impact/leave no trace camping. Of necessity, the course will also deal to varying degrees with wilderness leadership, ethics and land-use policies. Depending upon the interests and preferences of the members of the class, the course may delve into specific skills needed for multi-day backcountry excursions involving water travel, bicycle touring, horse packing and extreme-environment travel.

RECM 250. Recreational Programming. (S)(3)

The program is what recreation is about. This course will cover the planning process as a logical problem solving system covering needs analysis, population identification, design, implementation and program evaluation.

ECM 333. Recreation Visitor Behavior. (F)(3)

Examining the social-psychological principles at work when people recreate. This course is essentially the study or recreation and leisure behavior as it impacts the planning, design and management of recreation opportunities. Special consideration will be given to the effect of human behavior on natural environments. *Prerequisite:* PSYH 200 or SBSC 101 or 102.

ECM 350. Recreation Administration and Leadership. (S)(3)

This course is designed to prepare students for the management of safe and environmentally responsible outdoor programs. Topics will include: risk management, leadership styles, environmental education, marketing and promotion, scheduling and program development, and business planning, financing and budgets. *Prerequisite*: Average of C in RECM courses.

ECM 361. Readings 1 in Recreation Management. (F)(1)

Students will interpret seminal works in the recreation management field. Discussion will focus on understanding the different aspects of recreation management through the lens of the core curriculum.

ECM 362. Readings 2 in Recreation Management. (S)(1)

This is the second leg of the readings sequence, designed to introduce the recreation management student to the depth and complexity of the field and to let the student explore areas of particular interest to him or her.

ECM 370. Park Planning and Design. (F)(3) Every other year.

This course covers a number of basic planning and design principles such as line, texture, form and scale. Additional attention will be given to the interaction between the visitor and the park with issues such as visitor behavior, circulation, crowding and site analysis and design. *Prerequisite*: RECM 333: Recreation Visitor Behavior or permission of instructor.

ECM 410. Wilderness Conservation, Policy and Management. (S)(3)(Every other year)

Study of the historical, philosophical and legislative background for the development and management of our national system of wilderness and other protected lands. Inherent in this study is knowledge of ecosystems, basic wilderness management principles and visitor behavior. *Prerequisite:* RECM 333 Recreation Visitor Behavior and a C average in RECM classes or permission or instructor.

ECM 411. Interpretive Methods. (F)(3)

This course covers the basic principles of interpretation/education in the natural setting that contribute to the leisure experience and as part of natural and cultural resource management. Communication, educational and media skills will be demonstrated through instructor and student organized applications. *Prerequisite:* C average in RECM classes or permission of instructor.

ECM 425. Recreation Resource Planning. (F)(3)

A comprehensive introduction to the process of planning natural resource areas for recreation use. Special attention will be given to the decision-making process involved in managing lands held in the public domain. Techniques used to handle the concerns of multiple constituencies will be addressed through selected case studies.

ECM 444. Recreation Research Methods. (S)(3)

A survey of the techniques and procedures for conducting various from of recreation survey research. This course will examine both qualitative and quantitative data collection techniques. Additionally, students will be expected to illustrate their understanding of assorted statistical methods.

ECM 465. Environmental Education. (S)(3)

As environmental education becomes more prevalent in public recreation management, professionals in the field must be prepared to integrate a new bundle of learning objectives into their recreation plans. This course combines theory and application, from discussing the origins of environmental education to putting into practice assorted techniques, strategies and lesson plans for multiple environmental education programs.

ECM 450. Senior Seminar. (F)(3) (As needed)

A discussion-based course, in which a thorough review of past and present issues relevant to the field or recreation management is covered. May be repeated for credit as long as the topics are different. *Prerequisite:* 12 credit hours in RECM and a C average in the classes or permission of instructor.

ECM 475. Philosophy of Recreation Management. (S)(3) (Every other year)

A career in recreation management is one of magnificent responsibilities and rewards. Developing a professional philosophy is a necessity for a fulfilling career. At the heart of recreation management are the philosophical ideals of excellence, care, equity and respect for self and to others. *Prerequisite:* 12 credit hours of RECM classes and C average in the courses or permission of the instructor.

RECM 480. Environmental Ethics. (S)(3) (Every other year)
Environmental ethics is a principled attempt to redefine the boundaries of ethical obligation. This class will introduce the student to a wide range of environmental ethical theories and philosophies. Among the topics covered will be property rights, anthropocentrism vs. biocentrism, animal rights, utilitarian conservation, dee ecology, ecofeminism, and social ecology. *Prerequisite*: PHIL252 or permission of instructor.

RECM 485. Recreation Management Internship. (F)(S)(SU)(6-12)
Supervised recreational internship in an outdoor/park setting for a 12-week period. Application shall be mad by mid-term of the preceding semester. *Prerequisite:* Minimum 2.5 grade point average in RECM coursework

Sports Management

The Sports Management Program is designed for individuals interested in pursuing a career in a sports management related field. Opportunities for careers exist with professional sports teams, YMCA's, health clubs, sporting goods sales and athletic management. Two options within the program are available.

Sports Management – Health/Fitness Option (65 hours)
This is for the individual who desires to become involved as an instructor in a YMCA, health, or fitness club.

ACTG 271, 272	Principles of Accounting	(6)
BUAD 151	Business Processes	(4)
BUAD 202, 302	Business Communications I & II	(6)
BUAD 304	Financial & Quantitative Analysis	(4)
BUAD 352	Principles of Management	(3)
BUAD 376	Entrepreneurship	(3)
MKTG 272	Personal Selling	(3)
MKTG 321	Principles of Marketing	(3)
HMPF/ PHED 111/112	Beginning or Intermediate Swimming	(1)
PHED 134	Personal Fitness and Aerobic Activities	(1)
PHED 241	History and Philosophy or Physical Education	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
HMPF 435	Social Psychology of Sport and Human Performance	(3)
PHED 471	Sports Management Internship	(6)
WELL 340	Physiology & Anatomy	(3)
	Two Physical Education Service Courses	(2)

Sports Management - Business Operations Option (73 hours)
This is designed for the individual who desires to become involved in the management/sales area of sport.

ACTG 271, 272	Principles of Accounting	(6)
BUAD 151	Business Processes	(4)

BUAD 202,302	Business Communications I & II	(6)
BUAD 310	Legal Environment of Business	(3)
BUAD 351	Principles of Finance	(3)
BUAD 352	Principles of Management	(3)
BUAD 372	Human Resource Management	(3)
BUAD 451	Strategic Decisions	(4)
ECON 204	Principles of Microeconomics	(3)
HMPF 435	Social Psychology of Sport and Human Performance	(3)
MKTG 321	Principles of Marketing	(3)
MKTG 370	Advertising	(3)
PHED 241	History and Philosophy or Physical Education	(3)
PHED 321	Recreational Leadership	(3)
PHED 351	Tests and Measurements in Health and Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 471	Sports Management Internship	(6)
WELL 340	Physiology & Anatomy	(3)
	Four Physical Education Service Courses	(4)

The Campus Community

The Student Life Program

The mission of the student life program is to build a learning environment that empowers, encourag and challenges students. The student life team is committed to providing outstanding services to its campus and broader communities and focuses its energies and resources on student learning initiatives such as leadership, service, teamwork, and personal and community development.

Below is a short listing of services and opportunities available on the Union College campus. A comprehensive student handbook, *On Belay*, serves as companion to this catalog. The handbook is available on the College's web site in an electronic form.

Student Organizations

The College has more than 30 student organizations that provide interesting leadership and learning opportunities. Organizational interests include academic support and recognition (honor societies) community service, campus programming and activities, residence life, student community government, spiritual development, wellness, wilderness/environmental, vocal, theatrical etc.

Intercollegiate Athletics

Union College is a member of the Appalachian Athletic and Mid-South Conferences and the Nationa Association of Intercollegiate Athletics (NAIA). The college promotes athletics for physical develop ment and as a vibrant part of the program of extra-curricular activities. Union teams are noted for "clean" sport and competitive spirit. Sport for fun and character building is fundamental. In intercollegiate competition for women, varsity teams in basketball, golf, mountain biking, soccer, softball and volleyball represent the College.

Men's varsity teams compete in basketball, baseball, football, golf, mountain biking and soccer.

Additionally, Union sponsors a varsity cheerleading squad, which is open to both men and wome and junior varsity teams for men's and women's basketball and men's soccer.

Intramural Activities

The College strives to maintain a "sports for all" intramural program. Activities include flag football basketball, outdoor floor hockey, mud-ball, softball, and volleyball. The intramural organization is, general, made-up of men's, women's, and co-ed independent teams. The program includes both team and individual sports. Everyone is urged to take part – it's great fun and really keeps one in shape! *Union College is a member of the National Intramural-Recreational Sports Association (NIRSA).*

Student Conduct

The opportunity to become a member of the Union College community is not afforded to just anyone. The expectations are high, and it is important that each member of the community strive toward maintaining that tradition by modeling and empowering others to be honest and respectful, and to commit personal responsibility in all relationships.

The complete texts for the College's social and academic conduct codes are printed in the student handbook. The Vice President for Academic Affairs is the chief academic discipline officer for the college while the Associate Dean of Students serves as chief judicial coordinator for social and community discipline.

Social Life

Students are encouraged to consider the many options for intellectual, spiritual, social, service and physical activity as vital opportunities for developing range in personal development. Students are also urged to seek a healthy balance in their campus involvement in order to maintain high performance and success levels. Student Life, in partnership with campus-wide organizations, is responsible for planning, initiating and producing a comprehensive program of student social, educational and recreational activities.

Health Services

The College, by special arrangement with the Knox County Health Department, maintains a Student Health Center on campus. Students with special needs should contact the Vice President for Student Life for information on available services. Special physical challenges, AIDS, TB, or special psychiatric history are examples of circumstances that may require special management response and support from the College. Confidentiality will be strictly observed. This requirement is created in the interest of assuring clear access, safety, and enjoyment of the campus by each member of the campus community.

Campus Housing

Double-occupancy traditional housing and private room apartment-style housing is available for full-time undergraduate students. Additionally, a small number of apartments are available for married students.

Housing Policy

The College requires that all unmarried (those with no dependent children) full-time undergraduates live on campus. One exception to this rule includes students living with parents or legal guardians in or around Knox County. A student wishing to request special permission to secure off-campus housing should refer to the Union College student handbook for specific application details. *Note: Institutionally funded financial aid, grants and scholarships are available only to those who adhere to the college's housing policy.*

I.D. and Address Requirements

Every Union College student must maintain a current address listing with the Student Life Office for emergency purposes and must be prepared to show a current Union College ID card on request. ID cards are issued during Fall and Spring Confirmation.

Counseling Services

Union College takes seriously its responsibility to provide for the diverse needs of its students. For this reason, the college has established a network of counseling services in the following areas: academic advising, career planning and placement, spirituality, personal and psychological counseling. Additionally, members of the student life staff are prepared to assist students with special problems that may arise and to connect them with the best available source of assistance in the college and local communities.

Admission Information

Andre Washington, Dean of Admission and Financial Aid

Union College evaluates applicants for admission on an individual basis. Decisions are made based on the total potential of the student to profit from and contribute to the Union College academic community. Acceptance decisions are based on the quality of academic achievement, which includes an evaluation of the student's high school grade point average and pre-college curriculum courses, class rank, and ACT and/or SAT I scores.

The Union College Web application for admission may be found at www.unionky.edu. Alternatively, you may request an application by writing or calling:

Office of Admission
Union College
310 College Street
CPO D-5
Barbourville, KY 40906
1-800-489-8646
Fax: 606-546-1667
E-mail: enroll@unionky.edu
Web site: www.unionky.edu

Union College processes applications on a rolling admission basis. An application is considered for admission once all required items have been submitted.

Applying as a First-Year Student:

Students who have graduated from high school or received a GED certificate but have not attended any college or university, are considered to be First-Year Students. The following items must be submitted directly to the Office of Admission:

- The completed application for admission;
- A non-refundable $20 application fee;
- An official, sealed high school transcript or official GED score report form;
- An official ACT or SAT I score. (Standardized test scores are not required for students 25 or older.)

Applicants must authorize the release of their high school transcripts by signing the application form. It is the *student's* responsibility to contact his/her high school to request that an official final transcript be sent to the Union College Office of Admission.

All first-year students' transcripts should include a completed pre-college curriculum, which nsists of the following courses:

English	4 units
Mathematics	3 units
Laboratory Science	2 units
Social Science	2 units

addition, the study of a foreign language is recommended.

pplying as a Home-School Applicant

ion College welcomes applications for admission from students who have completed their condary school education in a home-schooled environment. The following credentials need to be bmitted for evaluation by these applicants:

- The application for undergraduate admission;
- The $20 non-refundable application fee;
- Official ACT or SAT score report forms, submitted directly from the testing agency;
- Complete secondary school record and transcripts (including a grading scale);
- The name and author of textbooks used during instruction;
- Course descriptions or course outlines;
- Documentation of laboratory science experience;
- A full attendance record (days of instruction);
- The academic calendar (August/September, May/June, or other);
- One letter of recommendation speaking to the student's academic promise;

he student may (but is not required to) submit a writing sample, a summary of travel-related xperiences or work-related experiences.

pplying as a Transfer Student:

tudents applying for admission to Union College who have received college credit from other olleges or universities are considered to be Transfer Students. The following items must be ubmitted directly to the Office of Admission:

- The completed application for admission;
- A non-refundable $20 application fee;
- Official, sealed transcripts from all colleges/universities attended;
- An official, sealed high school transcript if the student has completed less than 31 semester hours from a regionally accredited institution;
- An official ACT or SAT I score if the student has completed less than 31 semester hours from a regionally accredited institution.

ransfer students applying to Union College must be in good standing with their previous college, and nust be eligible to return to that school.

Union College will record a summary of transfer credits, indicating the total number of hours ccepted and the quality point average at the sending institution. Union accepts only transfer work in courses with a grade of "C" or above.

Sixty-seven semester hours is the maximum number of hours that will be accepted from a two-ear institution. Transfer students must satisfactorily complete 32 semester hours at Union College.

Transfer credits will be accepted at the level of the initiating institution. Therefore, a student ransferring from a two-year institution must accumulate 39 semester hours of upper division credit vhile a student at Union College before they are eligible for graduation. Of that work, at least six pper division hours must be included in any minor; 12 upper division hours must be included in ny 30-hour major, and at least 18 semester hours of upper division course work must be included n any 50-hour major or in an area of concentration.

Applying as an International Student:

Students applying for admission to Union College who are not citizens of the United States, and wh are not classified by the Immigration and Naturalization Service (INS) as residents of the United States, are considered to be International Students. The following items must be submitted directly t the Office of Admission:

- The completed international application for admission;
- A non-refundable $20 application fee;
- Official, sealed transcripts from all high schools and colleges/universities attended;
- Official copies of ACT and/or SAT I scores if the student wishes to be considered for academic scholarships;
- Official English translation of all transcripts in other languages;
- Official statement of financial support from the student's bank or accountant, providing evidenc that the student will have the necessary financial support throughout his/her studies at Union College;
- Completed International Financial Aid form;
- English language proficiency is required for all international students. All international applicants whose home country does not have English as an official language must submit one of the following:
    1. Official TOEFL score or an admissable ACT/SAT I Score
    2. Official Michigan Test score;
    3. Completion of approved ELS English language program.

  English language proficiency is subject to review by the Admission and Academic Standing Committee
- Letters of recommendation, *with the necessary English translations*, are strongly encouraged

It is the applicant's responsibility to provide official English translations of all documents submitted in other languages. These translations must be original documents bearing the signature and seal of the translator or agency, and they must be *literal translations*, not summaries or interpretations of the original documents.

When the international applicant has been admitted to the College, a form I-20 will be issued. If a student uses this form I-20 to enter the United States, he/she is obligated to attend Union College. Once the student enrolls at Union College, he/she is obligated to stay for at least one year. The stude must also maintain a full course of study (at least 12 semester hours per term).

*Deadline for applying for fall semester—May 15; spring semester—October 15

Standardized Tests

Information about the ACT and SAT I is available in the Office of Admission, including a schedule of test dates and locations. All applicants requiring a test score for admission should have their test results forwarded to Union College. The Union College ACT code is 1552, and the SAT I code is 182

Enrollment Deposit

After official notification of acceptance to the College is received, all new students are required to submit a non-refundable enrollment deposit of $100. The deposit must be submitted by May 5, 200 for students entering for Fall 2003 term; by Friday, December 12, 2003 for students entering for th Spring 2004 term, and Monday, May 3, 2004 for students entering for Fall 2004 term. A separate housing deposit of $50 is required for those who wish to live on campus. Students who do not subm an enrollment deposit will not be allowed to register for classes.

Summer Registration

A one-day summer registration program is required for all new students. The registration session is

esigned to help students make a successful transition to Union College, and includes academic dvising, class registration and financial aid counseling.

dmission Information for other programs

High School Special Program

uniors in high school may attend classes at Union College the summer before and/or during their enior year in high school. The student must have a "B" average and must have scored at least a 15 n both the English and Reading sections, and at least a 9 on the Elementary Algebra/Pre-Algebra ections of the ACT. Students may enroll for a maximum of six hours in any one term.

GED Acceptance

An applicant may be admitted vith a GED high school equivalency score report form, based on the ninimum requirements recon nended by the American Council on Education. See guidelines above or applying as a first-year student.

Advanced Placement

Students who have scored at least a three on one or more of the AP tests may receive credit and/or advanced placement for their test scores. The Office of the Registrar will determine the credit and/or placement to be awarded.

International Baccalaureate

Union College recognizes International Baccalaureate (IB) level work in the admission process and will grant credit for examination scores of 4 or better on Higher level courses only. IB Certificate recipients will receive one course credit (3 semester hours) for each Higher level score of 4 or better. No credit is given for Subsidiary level examinations.

Early Start

First-year students may enroll for classes the summer before their first full-time fall semester at Union College. Students must not have attended any other college, must graduate in the top half of their high school class, and must have at least a 21 on the ACT or a 980 on the SAT I. Students must also have applied, be admitted and plan to attend Union for the fall semester following their Early Start summer program.

Financial Information

Roy Paraboo, Vice President of Business Services

College Expenses

The academic year is divided into two regular semesters, Fall and Spring. In addition, a three May Interim and two five-week summer sessions are offered, convening in the months of May, J and July respectively. Applicable tuition and fees are as follows.

Undergraduate Expenses

(per regular semester)	
Tuition (12 to 18 semester hours)	$6,575.00
Community Government Fee	
(per semester – required for all full-time undergraduates)	$25.00
Room and Board Traditional Housing* (19-meal week)	$2,200.00
Private Room Residence Hall (Additional)	$250.00
Total for Traditional Housing Student	
Double Room	$8,800.00
Private Room	$9,050.00
Room and Board Apartment-style Housing* (7-meal week)	$1,775.00
Total for Apartment-style Housing Student	$8,375.00
Student Health Insurance (per academic year – required for all full-time undergraduates unless proof of other health insurance coverage is provided. See Student Insurance section.)	$200.00
Part-time tuition for registering less than 12 or more than 18 semester hours, per semester hour	$230.00

Graduate Expenses

Full-time tuition (12 to 18 semester hours)	$6,575.00
Room and Board Residence Hall	
Double Room	$8,800.00
Private Room	$9,050.00
Part-time tuition (per semester hour)	$230.00

May Interim Term Expenses (2003)

Tuition, Undergraduate (per semester hour)	$230.00
Tuition, Graduate (per semester hour)	$230.00

oom	$130.00
oard (purchase as required)	

ummer Sessions Expenses (2003)

ition, Undergraduate (per semester hour)	$230.00
ition, Graduate (per semester hour)	$230.00
oom (per month)	$130.00
oard (purchase as required)	

ther Expenses

he fees listed below are not a part of the traditional tuition and board and room charges.

udit Fee (per semester hour)	$25.00
ate registration fee***	$15.00
LEP (per test)	$35.00
LEP Credit Recording fee (per course equivalent for Subject Tests only)	$30.00
ortfolio Fee (per semester hour)	$30.00
xaminations:	
Late final examination fee	$15.00
Credit by examination (Institutional, per credit hour)	$50.00
ranscript-after first copy	$5.00
tudent Teaching Fee	$125.00
pecial Lab or Studio Course	$25.00
ollege Court Rental, per month (all utilities furnished)****	$250.00
raduation Fees:	
Degree or Certificate	$20.00
Academic Regalia	$25.00
Absentia	$50.00
Renewal Fee	$5.00

*Vacation periods are not included in the above quotations. Food service and traditional college housing are closed during some vacations and other periods as noted in the undergraduate calendar. Student apartment-style housing is closed during summer vacation only. The College reserves the right to entertain delegates to conventions and other related groups in all College housing during summer vacation periods.

**All board charges are subject to change without notice, pending contract agreement with the food service provider.

***Late registration fee can be waived by the Registrar for sufficient reason if permission is requested in advance.

****Plus one month's rent rental deposit (payable through 3 equal payments)

Student Insurance

All full-time students who do not have health insurance coverage through parents and/or a private plan will be enrolled in a Student Health Insurance program provided by the College. Participation in the insurance plan is mandatory unless the student can provide proof that other insurance is in force. The premium will automatically be charged to the student's account. The insurance is designed to complement normal services provided through the Student Health Center. Students are required to

return either a completed Student Health Insurance waiver form indicating proof of insurance, or payment to the College for the insurance plan. Information will be sent prior to the beginning of the fall term.

Payment Policy

Financial Clearance

Any student who owes a balance on his or her account after September 6th (fall) or January 17th (spring) may be subject to withdrawal procedures. Full payment of an account or satisfactory financial arrangements of an account for all charges are due on or before registration. Any student having an unpaid account will not be cleared for a transcript of credits or a diploma. Should collection efforts become necessary to collect an unpaid balance, the student will be responsible for all costs of collection including collection agency and attorney fees.

May and summer sessions must be paid in full at the date of registration — no payment plan is available for May or summer sessions.

Finance Charge

A monthly finance charge of one and one-half percent (18% APR) will be added to the unpaid balance on student accounts at noon on the last working day of each month.

Payment Plan

An affordable payment alternative is the Interest-Free Monthly Payment Plan, administered by Educational Computer Systems Incorporated (ECSI). The ECSI plan allows you to pay tuition, room, and board on a monthly basis throughout the year with no interest charges. By enrolling in the ECSI plan, you can keep borrowing to a minimum and spread education costs over a period of 10 months. With the ECSI plan, you pay as you earn – one month at a time right out of your current income or savings. The ECSI Interest-Free Monthly Payment Plan is not a loan program. There is no credit check, with the exception of a small fee to set up the plan.

A three-payment deferred Interest-free Monthly Payment Plan administered by ECSI is also available.

The ECSI Interest-Free Monthly Payment Plan is available to all students and families. For more information and an application, call ECSI at (888) 549-3274. You can also visit ECSI on the Web at http://www.ecsi.net.

Refund Policy

A student is considered to be enrolled until he or she completes drop/withdrawal procedures. Necessary forms must be obtained from the Office of the Registrar. All refunds will be based on the date these drop/withdrawal forms are completed and returned to the Office of the Registrar. A full refund may be obtained for a class only if a student has not attended beyond the first session and completes drop/withdrawal procedures with the Office of the Registrar.

Tuition and room refunds are based on the period of time a student is enrolled in a course expressed as a percentage of the total length of the course schedule. Board charges will be refunded on a pro-rata basis.

Pro-Rata Refund Calculation

First-time recipients of Title IV Assistance are defined as students who have not attended at least one class at Union College. A student who received a refund of 100% of his or her tuition and fees under the institution's refund policy for previous attendance at Union College would also be considered a first-time student.

Title IV assistance is defined as Federal Stafford Loans, Federal Supplemental Educational Opportunity Grants, Federal Pell Grants, Federal Perkins Loans, Federal PLUS Loans, and Federal

irect Student loan programs. Although Federal Work-Study is also a federal program, it is cluded from the refund calculation by law. First-time, Title IV recipients who withdraw before)% of the semester has elapsed will have a pro-rata refund calculation performed, and will ceive the greater amount of a refund generated by the institutional refund calculation or the ederal pro-rata refund calculation.

ederal Refund Calculation

his calculation applies to Title IV recipients that do not qualify as first-time Title IV recipients. his calculation stipulates that for students withdrawing one week before classes begin, there will e a 100% refund of tuition, fees, room and board. A 90% refund is given to students withdrawing ithin 10% of the enrollment period; a 50% refund would be given to students withdrawing between 0% and 25% of the enrollment period; and a 25% refund would be given to students withdrawing etween 25% and 50% of the enrollment period. Again, the Business Office calculates the Institu- onal refund, and the calculation yielding the greater advantage to the student is used.

nstitutional Refund Calculation for Regular Semesters

uition refunds are based on the date on the official withdrawal form when signed by the Registrar.

Withdrawal Period

1st week	80%
2nd week	60%
3rd week	40%
4th week	20%

No refund will be made after the fourth week.

Institutional Refunds for May Interim, Summer Sessions or Degree Completion Sessions

Withdrawal Period

A 50% refund will be made for withdrawal up to the end of the first week. No refund will be made after the end of the first week. Any part of a week will be treated as a full week.

Housing Deposit

Newly admitted undergraduate students who choose not to attend Union College may receive a refund of their housing deposit provided their request is made in writing to the Associate Dean of Students by August 1 for the fall semester and December 1 for the spring semester. Graduating students and continuing undergraduate students who are approved for off-campus housing may apply for a refund of their housing deposit, provided all financial obligations are met with the College, through the office of the Associate Dean of Students. Other students who have been housed and choose not to meet that housing obligation or requirement forfeit their deposit.

Enrollment Deposit

This $100 deposit is non-refundable and must be submitted by May 1, 2002 for students entering for the Fall 2002 semester; by December 6, 2002 for students entering for the Spring 2003 semester; and by May 6, 2003 for students entering for the Fall 2003 semester.

Financial Assistance

Student expenses

In planning to attend Union College, a student should expect the following typical expenses for an academic year: tuition and general fees $13,200; room and board $4,400; books and supplies $700. In addition, allowance should be added to these figures for personal expenses, medical insurance, transportation, and extra charges for special courses (such as laboratory fees, etc.). The of Studer Financial Aid Office will consider the total costs for attendance, including the items listed above, when making a financial aid commitment.

Purpose of financial aid program

In addition to its own scholarship funds, Union College participates in all federal programs including the Pell Grant program. Residents of Kentucky are also eligible to receive state tuition grants and loans. Information on Union College scholarships will be found on the following pages.

Students applying for financial aid are considered for all programs for which they are eligible. Th amount of financial aid awarded is generally a combination of grant, loan, and employment, and is based on the financial need of the student. Need is determined by subtracting the resources of the student and the contribution of his or her parents from the total student expenses. The parents' contribution is calculated by the Federal government on the basis of the amount of their income and assets as well as a consideration of taxes, medical expenses, and other liabilities of the family. All financial aid awards to students are determined by Union College's Student Financial Aid Office.

Procedures for applying for financial aid

Students must apply for financial aid by submitting the Free Application for Federal Student Aid (FAFSA). Students applying by the March 15 priority deadline will have a greater opportunity. However, financial aid may still be available after this date. The FAFSA is used to apply for the Federal Pell Grant, the Kentucky Tuition Grant, the Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study, Federal Perkins Loan, Federal Stafford Loan, and any institutional funds. The FAFSA may be obtained from a high-school guidance office or the Student Financial Aid Office.

A Financial Aid Notification along with information about any aid offered will be sent from Union College to each student who applies. Students must return their accepted award letter within the designated time frame or the offer will not be guaranteed. Students are eligible to receive financial aid for a maximum of ten semesters.

The Office of Student Financial Aid reserves the right to reduce, increase, or otherwise adjust any

nancial aid for which it is responsible.

The Financial Aid Office reserves the right, on behalf of Union College and criteria established by he U.S. Department of Education to review, change and cancel an award at any time because of hanges in Financial or Academic status. The Financial Aid Office also reserves the rights to revise, educe, or cancel any Institutional award due to institutional financial hardship or other factors ffecting Union College.

A student must reapply for financial aid each academic year. However, aid usually continues at he same level each year unless a student's resources or the expected contribution of his or her arents changes. All enrolled students receiving aid automatically receive information about pplying for renewal awards. Other enrolled students should request applications by February 15.

Students who fail to maintain a satisfactory level of achievement may not receive the following types f financial aid: Federal Pell Grants, Federal Supplemental Education Opportunity Grants (FSEOG), HEAA State Grants, Union College Scholarships and Grants, Federal Work Study, Federal Perkins oans, Federal Stafford Loans, Federal PLUS Loans, other aid involving federal or state sources and unds associated with Union College. A student whose academic performance falls below acceptable guidelines of the College may be placed on academic probation. A student can keep financial aid luring the first semester on probation; however, if he or she continues on academic probation for a econd consecutive semester, or fails to complete 50% of the credit hours enrolled he or she will not etain financial aid. Students are eligible to receive financial aid for a maximum of ten semesters.

A student will receive written notification if financial aid is to be withdrawn. Students who have inancial aid withdrawn may appeal to the Admission and Academic Standing Committee by submitting a letter stating why satisfactory progress was not maintained and any other reasons why aid should not be withdrawn.

Grants

(The following grants are dependent upon availability of funds)

Federal Pell Grant — A program providing direct grants from the federal government. The student receives an eligibility report (as a result of his or her FAFSA application), which can be submitted to Union College for payment.

Federal Supplemental Educational Opportunity Grant (FSEOG) — A program designed by the federal government to assist undergraduate students with exceptional financial need (with priority given to Pell Grant recipients).

Kentucky Tuition Grants, combined with the CAP Grant — Provide grants to students who are residents of the Commonwealth of Kentucky and who demonstrate a need through the analysis of the Financial Aid Form application.

Employment

Federal Work-Study Program — If a student still requires financial support to meet college costs after the federal and state grants are awarded, the student may be given the opportunity to earn an amount on an hourly basis in a campus department. This employment program is campus-based support from the federal government. Undergraduate students can qualify if the Financial Aid Form results indicate a need.

Co-Op Program with TruSeal Technologies — Available to a qualified sophomore, junior, or senior majoring in chemistry.

Loans

Federal Perkins Loan — Federal loan funds are made available to students who have financial need and who maintain satisfactory progress towards graduation. Repayment at a 5% interest rate begins nine months after graduation or withdrawal from school.

Federal Stafford Loan — This loan program exists in Kentucky and other states as a way to borrow from private commercial lenders to finance college education on the undergraduate and graduate levels. Repayment at a variable interest rate not to exceed 8.25% interest begins six

months after graduation or withdrawal from school. Eligibility depends upon at least half-time enrollment status, making satisfactory academic progress, and a reporting of family income by filing the FAFSA.

United Methodist Student Loan Fund — Students who are members of the United Methodist Church and maintain a "C" average may apply through Union College for a loan at 6% interest from the Board of Education of the United Methodist Church.

Charles M. and Mary D. Grant Loan Fund — Provided through the generosity of the Charles M. and Mary D. Grant Foundation of New York City, N.Y.

Hensley Emergency Loan Fund — Established by Mr. and Mrs. Burton F. Hensley of St. Cloud, Fla.

The Russell and Alice M. Hicks Student Loan Fund — The late Russell and Alice Hicks of New Albany, Ind., have established an endowed student loan fund at Union College through an estate gift.

Mattie Hyams Loan Fund — Established through the estate of Mattie Hyams. This endowed fun provides interest-free student loans for young men or women studying for the ministry.

The Rev. and Mrs. Erwin King Loan Fund — The Reverend and Mrs. Erwin King have established a loan fund at Union College.

The Charles Henry and Glennora Rominger Krieger Student Loan Fund — This loan fund was established by the late Glennora R. Krieger of Ft. Thomas, Ky.

Charles E. Schell Foundation Student Loan Fund — Established in 1993 by The Charles E. Schell Foundation. Recipients of these interest-free student loans are selected by Union College base on a prescribed criteria established by the Foundation.

The Bryan W. Whitfield - Kentucky Jellico Coal Company Memorial Fund — This endowed student loan fund was established by Bryan W. Whitfield, Jr., of Harlan, Ky., in memory of hi father, Bryan W. Whitfield, founder of the Kentucky Jellico Coal Company.

Guy H. Williams Loan Fund — Dr. Guy H. Williams of Cleveland, Ohio, has established a loan fund in memory of his wife, Anna Williams.

The Beverly P. and Mossie B. Wilson Loan Fund — This loan fund has been established by Dr. and Mrs. O. J. Wilson of Louisville, Ky., in memory of Dr. Wilson's mother and father.

Other Loan Funds — Student loans are available from a number of funds not specifically designated for Union College students, but for which Union College students are eligible. Specific information may be obtained from the Office of Student Financial Aid.

Institutional Grants

United Methodist Church grants —Union College will provide a grant to first-time, full-time students who are members of a United Methodist Church. To receive the grant, the student must submit a letter from his/her pastor, stating that he/she is a member in good standing of the United Methodist Church. This letter must be submitted to the Financial Aid Office by Friday, September 5, 2003 for students entering for the fall 2003 term.

Alumni grants — Dependent children of Union graduates that have received a baccalaureate degree will be eligible to receive a $500 grant each academic year. This grant is renewable based on a 2.0 grade point average, full-time student status, and can be received up to ten semesters of attendance. Students must meet all admission requirements as stated in the college catalog.

Over 50 Grant — Union College recognizes the drive and ambition of students who believe in th College's principles of life-long learning. In an effort to show this, Union College proudly honors our students who have reached the age of 50 by providing them with the Over 50 Grant.

This grant provides for up to half of the undergraduate tuition balance after all financial aid, third party funding and tuition discounts have been applied. The student must reach his or her 50th birthday before the beginning of the term for which the grant would apply. If a student reaches 50 during a term, the grant would apply to the following term. Proof of age will be required before the grant can be approved.

The application for the Over 50 Grant must be completed and approved at least two weeks prior t

e first day of class of the term for which the student wishes to enroll. A copy of the application ust be presented to the Office of Business Affairs in order for the student to receive the grant.

cholarships

Freshmen Scholarships for new, full-time freshmen are based on academic achievement and e results of the ACT or SAT. Scholarships are awarded at the time the student is granted admission the College.

Transfer Scholarships are available for new, full-time students who are transferring from a gionally accredited college or university. Individuals must have completed at least 12 semester ours at the transferring institution to be considered for a transfer scholarship, which is based on e student's grade point average.

All institutional grants and scholarships are based on the availability of funds with priority being ven to those individuals who apply before May 1 of each year.

Alumni Scholarships — The National Alumni Association of Union College awards three annual cholarships of up to $4,000 each. Juniors and seniors may get applications from the Office of lumni Relations in Speed Hall.

Annual Scholarships

he following scholarships are funded by yearly contributions. In years where no gift is made, the cholarship is not awarded.

Ashland, Inc. Foundation Scholarship — Provided as part of the Association of Independent entucky Colleges and Universities named scholars group.

The Bank of Harlan Scholarships — Funded by the Bank of Harlan, Harlan, Ky.

Barbourville United Methodist Church Music Scholarships — Supported by the First nited Methodist Church of Barbourville, Ky.

The Bonner Scholars Program — Established by the Corella and Bertram F. Bonner oundation to provide high quality services to its community through developing well-trained, ommitted volunteer leaders. The Bonner Scholars Program offers financial support to students from ow-income backgrounds who want to attend college and provides them with an opportunity to ngage in community service activities while in college. Application required.

Chatlos Foundation Scholarship – Provided by the Chatlos Foundation of Longwood, FL for ppalachian students.

LICO Retired Employees Association Scholarship - Provided by the Commonwealth Life nsurance Company Retired persons Association.

The Doan-Woody Scholarship — Otis Doan, Jr. of Harlan, Ky., has established an annual cholarship. The scholarship is a memorial to Otis Doan, Sr., father of Otis Doan, Jr., and to Dr. ester G. Woody, former Professor Emeritus of English at Union College.

Evans, Mills & Warriner Scholarship – Provided by Evans, Mills & Warriner, Certified Public ccountants, of Barbourville, KY.

Gheens Foundation — Provided by the Gheens Foundation as part of the Association of ndependent Kentucky Colleges and Universities named scholars program.

Irene Hughes Scholarship — Provided by Miss Irene Hughes (A.B. '37, M.A. '63) of arbourville, Ky.

Jephson Educational Trust Scholarship — The Board of Directors of this trust annually fund cholarships for worthy Union students based on financial need.

Christian A. Johnson Endeavor Foundation Scholarship — Over the years, funds from the hristian A. Johnson Endeavor Foundation have provided hundreds of scholarships for Union tudents. This foundation is based in New York City and was established by the late Mr. Johnson, who ad interests in education, medical research, youth development, and free enterprise economics.

James M. Johnston Trust Scholarship — Provided by the James M. Johnso\ton Trust of Chevy hase, MD.

Junior Study Club Scholarship — Sponsored by the Junior Study Club of Barbourville, Ky.

Keeneland Association Scholarship — As a representative of Kentucky's signature industry, the Association funds an annual scholarship for students from Central Kentucky through support of the Association of Independent Colleges and Universities.

Kentucky Utilities Scholarship — Provided by Kentucky Utilities as part of the Association of Independent Kentucky Colleges and Universities named scholars program.

Lowes Community Scholarship — Established as a partnership between Lowes Home Improvement of Corbin and the College to provide funds for scholarships and employment opportunities for qualifying students.

The Magee Christian Education Foundation Scholarships — Provided by the Magee Christian Education Foundation.

Mellam Family Scholarship — Funded through the generosity of the Mellam Family Foundation of New York City.

Henry C. Moores Foundation Scholarship — Providedby the Harry Moores Foundation of Columbus, OH.

National City Bank Scholarship — Provided by National City Bank of Corbin, KY.

National United Methodist Scholarships — Supported by the Board of Education of the Unit Methodist Church.

E.O. Robinson Mountain Fund Scholarship — Provided by the E.O. Robinson Mountain Fund of Lexington, Ky.

Sanders Honor Scholarships — The late Colonel Harland Sanders of Shelbyville, Ky., institut these scholarships.

Dr. Scholl Foundation Scholarship — Provided by the Dr. Scholl Foundation of Northbrook, IL.

Special People in Need Scholarship — Provided by the Special People in Need Foundation o Chicago, Ill.

Toyota Motor Manufacturing, Inc. Scholarship — Provided as part of the Association of Independent Kentucky Colleges and Universities named scholars group.

TruSeal Technologies Scholarships — Funded by TruSeal Technologies of Barbourville, Ky a division of B.F. Goodrich Company.

Union National Bank Scholarship — Provided by Union National Bank of Barbourville, Ky.

UPS Foundation Scholarship — United Parcel Service provides this scholarship as part of its annual support of the Association of Independent Kentucky Colleges and Universities.

Endowed Scholarships

American Legion, Deaton Smith Post 69 Scholarship — Established by the officers of the organization for scholarships for students from Knox County with first preference being given to dependents of veterans.

Dr. and Mrs. Edward S. Amis Endowed Scholarships — Established by Dr. and Mrs. Edward S. Amis of Fayetteville, Ark. Dr. Amis received Union's Distinguished Alumni Award in 1985.

Ashland First United Methodist Church Scholarship — Established by members of the Fi United Methodist Church of Ashland, Ky.

George L. Bagby Scholarship/Loan Fund — Provided through the generosity of the late George L. Bagby of Woodford County, Ky.

Juanita Bain Memorial Scholarship - Established as a memorial scholarship in honor of Juanita Bain.

William H. and Louella M. Ball Endowed Scholarship — Established by their sons, William H. (a Union College trustee) and Robert C. Ball, and other family members and friends.

Barbourville Kiwanis Scholarship — The Kiwanis Club of Barbourville, Ky., has supplemented a fund originated by Mr. C.F. Heidrick and established this scholarship fund.

Bell County Scholarship — Established by a friend of Union College from Bell County, Ky.

Byron B. Berry Appalachian Scholarship — Endowment funded through a gift by Byron B. Berry, a 1935 alumnus.

Henry C. Black Memorial Scholarship — Given as a memorial to Union College graduate Henry C. Black.

John A. and Hannah P. Black Memorial Scholarships for Christian Workers — Endowed by the late Dr. and Mrs. Henry C. Black of Johnson City, Tenn.

Stanley Shaffer Black Memorial Scholarship — This endowed scholarship fund was established through a bequest by the late Annabel Scott Black of Johnson City, Tenn., in memory of her husband Stanley Black, a Union College alumnus.

James F. , Flora B. Blair and William E. Nau Scholarship — Originally established by Dr. and Mrs. James Blair of Barbourville and augmented by the family of friends of Mr. William E. Nau in memory of all of their many contributions to the College. Scholarships from this endowment are for students from southeastern Kentucky.

Thelma Morehead Blair and Robert A. Blair Endowed Scholarship — In memory of Mr. and Mrs. Robert A. Blair by their daughter, Jeanette Blair Ladenburger (a Union College trustee) and son-in-law, John L. Ladenburger.

Dr. John Boyd Scholarship – Established in memory of Dr. John Boyd, a former dean of Union College.

Milton R. Bradley Scholarship Endowment – Established by Mr. And Mrs. Milton Bradley, friends of Union College.

James Graham Brown Scholarship Endowment – Established by the James Graham Brown Foundation of Louisville, KY.

R.L. Brown Family Endowed Scholarship — Established by Mr. R.L. Brown, Jr., a former Union College trustee from Corbin, Ky. Mr. and Mrs. R.L. Brown, Sr. were graduates of Union College.

Annette and Berry Burnaw Scholarship — Given by James Burnaw, an alumnus and current Union College trustee, in honor of his parents.

Dr. and Mrs. Carlo B. Cawood Memorial Scholarship — Endowed by the late Dr. and Mrs. Carlo B. Cawood of Harlan, Ky.

Mamie D. Chambers Endowment Fund — This scholarship fund was begun by the late Mamie D. Chambers of Maysville, Ky.

Buford T. and Eleanor O. Clark Endowed Scholarship — Established by their son, Thomas C. Clark, and family members in memory of the Clarks' dedication to the College and the Knox County community.

William Glenn Clark Endowed Scholarship — Established in 1993 through a gift from the estate of Dr. W. Glenn Clark, a 1936 Union graduate.

Class of 1964 Scholarship — Funded by members of the Union College Class of 1964.

Mary Clement Memorial Scholarship — Earl Clement, son of Mary Clement, established this fund in her honor. Mrs. Clement was a resident of New Jersey for over eighty years and had a great love for education. Another son, Robert, is a graduate of Union, a past member of the Board of Trustees, served as Dean of Students from 1968-75, and as Director of Alumni Relations from 1995 - 99.

Dr. Emerson G. and Edith Cobb Chemistry Endowment Fund — Established by Dr. and Mrs. Emerson G. Cobb of Burson, Cal. Dr. Cobb is a 1928 graduate and former Head of Union's Chemistry Program and later Chair of the Department of Chemistry at the University of the Pacific, Stockton, Cal. Mrs. Cobb, the former Edith K. Cheap, is a 1929 Union graduate.

The Robert H. Cole Memorial Scholarship — Mrs. Monica M. Cole established this in memory of her late husband Robert H. Cole, a native of Barbourville and former student at Union College. During his lifetime and since his death, the late Mr. Cole and Mrs. Cole have been major donors to the College, having given more than $75,000 for operation and building needs in memory of Mr. Cole's parents, Mr. and Mrs. L.M. Cole, long-term residents of Barbourville. Mr. Cole built a chain of 35 drugstores in Tennessee and neighboring states. He also established the Robert H. Cole Microvascular Surgery Laboratory at the University of Tennessee.

Roger and Gwendolyn Collins Endowment – Established by Roger and Gwendolyn Collins, both Union College trustees.

Reverend Howard and Kathryn Coop Scholarship — Established in honor of the Coops by friends in churches where they have served.

Corbin Camp Meeting Endowed Scholarship — Established by officers of the organization for worthy individuals from the tri-county area who are committed to service and ministry.

Cumberland Valley Regional Housing Authority Felton Patton Scholarship – The yield from this fund will be used to underwrite the cost of education of persons living in Section 8 housing.

Davies Memorial Scholarship — Endowed by the family and friends of Miss Ellen Davies and the late Dr. T.R. Davies.

Dr. Robert M. Drew Endowment Fund — Established by the Commission of Missions of the Hyde Park Community United Methodist Church of Cincinnati, Ohio, in honor of the Reverend Dr. Robert E. Drew.

Dr. Franklin Duncombe Memorial Fund — Mrs. Helen Duncombe of Haverford, Pa., has established this fund in memory of her late husband.

Alfred I. DuPont Scholarship Fund — Given by the late Mrs. Alfred I. DuPont of Wilmington, Del.

Sam Coone Early Endowment Scholarship — Endowed by the family of Sam Coone Early, a student at Union College in the late 1920s.

E. Nettie Edinger Memorial Scholarship — The late Mr. Joseph Edinger established this scholarship in memory of his sister.

Dr. and Mrs. J. Edward Faulkner Memorial Scholarship — This $500 scholarship is awarded to a student who plans a life of service in the healing arts, with preference being given to a pre-dental student.

John D. Feather Scholarships — Funded by the late John D. Feather of Corbin, Ky. He was a 1940 graduate of Union College.

R.B. Fenley Scholarship — Endowed by Mr. R.B. Fenley of Louisville, Ky. He is a former trustee of Union College.

President E.T. Franklin Endowed Scholarship — Initiated by Mrs. Grace I. Franklin, widow of former Union College President E.T. Franklin, and other family members.

The Harry L. Frey Scholarship Fund — Harry L. Frey, formerly of Lexington, Ky., and a member of the First United Methodist Church of that city, has established an endowment for scholarships for Union College students.

The GAR Foundation Endowed Scholarships — Provided through the generosity of The GAR Foundation of Akron, Ohio.

Leo and Elsie Geiss Scholarship – Established by the late Dr. and Mrs. Leo Geiss. Dr. Geiss was a former trustee of Union College.

Reverend Floyd E. George, Jr. Scholarship Fund — Established in memory of the late Reverend Floyd E. George, Jr. through the generous contributions of family and friends.

Glover Giles Memorial Fund — Established by gifts throughout the life of Mr. W. Glover Giles and by a bequest. Mr. Giles of Louisville, Ky., is a former trustee of Union College.

Dr. Harry Gillham Memorial Scholarship – Established from the estate of Mrs. Virginia C. Russack, in memory of her father, Dr. Harry Gillham.

Charles M. and Mary D. Grant Scholarship – The Charles M. and Mary D. Grant Foundation of New York City has established this endowment with the income to be designated primarily for scholarship aid to Appalachian students.

John O. and Harriet B. Gross Memorial Scholarship — Endowed by family and friends of Dr. and Mrs. Gross. Dr. Gross served as Union's president from 1929-38.

David F. Gunter and Mary I. Gunter Scholarship – Established from the estate of Garnet Anne Gunter Starkey.

Charles S. Guthrie Scholarship – Established from the estate of Mr. Charles S. Guthrie, a long time friend of the College.

Hugh and Joyce Haggard Memorial Scholarship — A scholarship fund memorializing Dr.

igh E. and Joyce A. Haggard, and their children, Walter M. and Stephanie L. Established by the rents and brother of Dr. Hugh E. Haggard.

Charles and Stacy Hammons Scholarship – Established by Charles and Stacy Hammons. Mrs. ammons is a 1935 alumna of Union College.

Hauser and Sanslow Scholarship — This scholarship was established by Elizabeth Hauser nslow in memory of her parents, Gus A. and Mary H. Hauser, and her late husband, James H. nslow. Her father was a former Superintendent of Buildings and Grounds at Union College.

William Randolph Hearst Endowed Scholarship Fund — Established by a grant from the illiam Randolph Hearst Foundation of New York, N.Y.

Dewey and Rachel B. Hendrix Memorial Endowment — Dwight M. Hendrix, an alumnus of nion College, and his sister, Mrs. Mary Katherine Hendrix Brashear of Hyden, Leslie County, Ky., ve established an endowment to memorialize their parents.

ensley Scholarship Endowment - Established in remembrance of Mr. Ray C. Hensley, by family embers.

Walter S. and Ida Cole Hudson Scholarship Fund — The late Ida Cole Hudson of rbourville, an alumna of Union College, endowed, through a bequest, a fund to provide scholar-ips in memory of her son, John Randall Hudson, a first lieutenant in the Air Force and a casualty World War II.

The Professor Daniel M. Humfleet Scholarship Endowment— Mrs. Bernice Humfleet guilera of Natchitoches, La., has established a $25,000 endowment at Union College in memory of r father, Professor Daniel M. Humfleet, a former faculty member of the College. The scholarship ill begin following the lifetime of Mrs. Aguilera.

Dr. W.A.E. Johnson Memorial Scholarship — Mrs. W.A.E. Johnson of Lawrenceburg, Ky., and iends have endowed a scholarship in memory of her late husband, a Union graduate and long-time iend of the College.

The Ollie Cole Jones Scholarship Endowment — Mrs. Ollie Cole Jones, a native of rbourville and a 1913 Union College alumna, has established a scholarship endowment in memory Mrs. Ida Cole Hudson's son, John Randall Hudson, a first lieutenant in the Air Force and a sualty of World War II.

Professor and Mrs. Millard L. Jordan Scholarship — Established by Professor and Mrs. illard L. Jordan of Lakewood, Ohio.

Roger and Sudie Karrick Endowed Scholarship Fund — Established by Mrs. Sudie Karrick memory of her husband, Roger, for worthy individuals from Bath County, Ky., and surrounding reas.

KenTenVa Boat Club Scholarship — Established through a gift from the KenTenVa Boat Club. rganized in 1959 the club had members from Kentucky, Tennessee, and Virginia, hence the name.

Kentucky River Coal Corporation Scholarship — Provided through the generosity of the entucky River Coal Corporation, Lexington, Ky.

The Kilgore Endowed Scholarship — "Sometimes all it takes for a person to get a good ducation is a little help on the first step." The endowment has been funded by Dr. Shirley Kilgore Veber, a native of Corbin, Ky., and professor at Rutgers University.

Jeffrey W. Kronk Memorial Scholarship — Established by Mr. and Mrs. Walter F. Kronk of luntsville, Ohio, in memory of their son, Jeffrey, who was enrolled at Union College from 1963 rough 1967.

Verna Noe Landrum Memorial Scholarship — Established by Mr. John W. Landrum of larrodsburg, Ky., in memory of his mother, Mrs. Verna Noe Landrum.

W.B. Landrum Memorial Scholarship — Given in memory of W.B. Landrum by his son, John V. Landrum of Harrodsburg, Ky.

Jesse D. and Nancy C. Lay Scholarship Endowment — Established by the family and friends f Jesse D. and Nancy C. Lay as a tribute to the couple's lifelong commitment to education.

Dr. Jean Letch Education Scholarship Endowment Fund — Established by an anonymous onor in honor of Dr. Jean Letch, Professor Emeritus of Education at Union. A portion of the interest

will be used to purchase a plaque to be presented at Honor's Day to the outstanding education student of the year. It will be called the Dr. Jean Letch Education Award.

Dorothy Lucas Memorial Fund — Established in memory of Miss Dorothy Lucas, Registrar o Union College for many years and beloved friend of students.

Allie M. Mays Endowed Scholarship Fund — Established by Harold G. Mays in memory of h mother for students from Knox County and the surrounding area.

The Robert and Tilitha Meade Memorial Scholarship Fund — This fund has been endowed by Mrs. Nancy Meade Ford of Naples, Fla. Mrs. Ford attended Union College and is a native of Letcher County, Ky. She was a public school teacher for many years.

John and Minnie B. McGaffee Trust Fund — Dr. and Mrs. O.J. Wilson of Louisville, Ky., have established the John and Minnie B. McGaffee Trust Fund.

Drs. Robert and Gertrude McGuire Endowed Scholarship — Funded by Drs. Robert and Gertrude McGuire, graduates of Union College. Dr. Gertrude McGuire is a Union College trustee.

L. Ruel Merckens and Grace E. Merckens Scholarship – Established from the estate of Grace E. Merckens. Mr and Mrs. Merckens' son, Jon, is a 1968 alumnus of Union College.

Gayle Miles Scholarship — An endowed scholarship has been established by friends and former students of the late Gayle Miles. Miss Miles taught at both Barbourville Elementary and Union College.

Milliken-Presley Scholarship — Established by the family of Carlton Presley of Atlanta, Ga., i honor of the late Rena Milliken.

Lois G. Montgomery Memorial Scholarship – Established from the estate of Lois G. Montgomery. Mrs. Montgomery was a 1934 alumna of Union College.

Vertie Ruth Norsworthy Endowed Scholarship — This scholarship fund was established through a bequest by the late Vertie Ruth Norsworthy.

Mr. and Mrs. Hiram H. Owens Memorial Scholarship — The late Mrs. Sampson B. Knuckle (Jean) and the late Mrs. Buford T. Clark (Eleanor) endowed this scholarship in memory of their parents, Mr. and Mrs. Hiram H. Owens. Mr. Owens was a well-known lawyer and Mrs. Owens (Georgia Black) was the daughter of James D. Black, a governor of Kentucky and a president of Union College. Mrs. Knuckles was a former Union College trustee.

The Frances L. Patridge Scholarship — Friends have endowed a scholarship in honor of th late Dr. Frances Patridge, a friend and employee of the College longer than any other faculty membe with over 40 years of service. Her last title was Associate Professor Emeritus of Health and Physical Education.

Emory Evan Peter Memorial Endowment — The late Mrs. Laura P. Dickey of Louisville, Ky., established this endowment fund in memory of her brother, Emory Evan Peter.

Ivan Pettys Scholarship Fund — Friends and family of the late Dr. Robert V. Pettys, Professor Emeritus of Business, have established this scholarship fund in honor of Dr. Pettys' father.

Jack and Juanita Phillips Scholarship Endowment – Established by Dr. and Mrs. Jack Phillips. Dr. Phillips was a former president of Union College.

Wilma P. Poynter Trust — Established through a bequest from the estate of the late Wilma Pigg Poynter, a life-long Laurel County, Ky., resident and teacher who devoted her life to educational and musical pursuits. This trust will fund scholarships for deserving Laurel County students planning to attend Union College.

Donald Rankin Memorial Scholarship — Friends of Donald Rankin, a Union College studen killed in Vietnam, have provided this scholarship.

Milton M. Ratner Foundation Scholarship and/or Student Loan Endowment — Provided through the generosity of the Milton M. Ratner Foundation, Southfield, Mich.

The Marvin and Sadie Robbins Endowed Memorial Scholarship - Established in memory of Mr. Marvin Robbins and in honor of Sadie Robbins, both graduates of Union College.

The Dr. H. Warren Robbins Scholarship — Mrs. Ruth Ann Payne Hicks, a 1972 Union graduate, former member of the Union College Board of Trustees, and Vice President of the Dual Machine and Tool Corporation of Indianapolis, Ind., has established this scholarship. The late Dr.

obbins served Union College for 35 years and was Dean of Graduate Academic Affairs for 15 years.

The Marvin Robbins Endowed Memorial Scholarship — An endowed scholarship tablished in memory of Mr. Marvin Robbins, a graduate of Union College.

hn Robsion Scholarships - Established from the estate of Dr. John M. Robsion, Jr., an academy aduate of Union College.

Sue P. Rosenbalm Scholarship — Established by Mrs. Sue P. Rosenbalm of Ewing, Va., a 1949 nion College graduate.

Dr. and Mrs. Phillip A. Sharp Endowed Scholarship — Established through the generosity Dr. and Mrs. Phillip A. Sharp of Newton, Mass.; both are Union graduates. Dr. Sharp, who is Head the Department of Biology at Massachusetts Institute of Technology in Cambridge, Mass., was the -recipient of the Nobel Prize in Medicine in 1993.

Sims Scholarship Fund — Established by Reverend and Mrs. Harry C. Sims of West View, Ky.

Catherine Faulkner Singer Memorial Scholarship — Initiated in honor of Catherine ulkner Singer by her daughter, Marcia, her son, Donald, friends and alumni. Mrs. Singer was rector of Alumni Affairs from 1961 to 1978.

Cawood Smith Harlan County Scholarship — Provided through the generosity of Dr. Cawood nith, an attorney formerly of Harlan County, Ky.

Dr. and Mrs. Charles B. Stacy Memorial Scholarship Fund — Established in memory of Dr. d Mrs. Charles B. Stacy of Pineville, Ky. Dr. Stacy was a long-time friend of Union College.

Margaret Carter Stacy Scholarship Fund — Endowed by Margaret Carter (Mrs. Cortis K.) acy of West Liberty, Ky. Mrs. Stacy is a strong United Methodist and has a deep interest in higher ducation.

Charles R. Steele Memorial Scholarship Fund — Martha Brittain Steele has established this holarship as a memorial to her late husband, Charles R. Steele, a 1933 graduate of Union College.

Steele-Reese Foundation Endowed Scholarships — Provided through the generosity of the eele-Reese Foundation of New York City.

Stevens Family Scholarship Fund — Established by Dr. and Mrs. Erland P. Stevens of Ashland, . Dr. Stevens is Chairman Emeritus of the Union College Board of Trustees.

Fred R. Stevens Scholarship Endowment — Funds from the family of Fred R. Stevens, a rmer Union trustee, were used to establish this scholarship.

William S. Stewart and Lou Lyttle Stewart Endowed Scholarship Fund —Established in 1993 William S. and Lou Lyttle Stewart of Pineville, Ky.

Lewis Ogden Stiles Endowment Fund —The late Mrs. Lewis Ogden Stiles of Waco, Texas, tablished this fund to memorialize her late husband, Lewis Ogden Stiles, and his first wife Pearl ng Stiles, both faithful United Methodists of Irvington, Ky.

Walter B. and Geraldine G. Sutton Memorial Scholarship Endowment — Provided by the aughters of Mr. and Mrs. Sutton: Carla Sutton Combs and Lynn Sutton Prichard.

Lytle and Dorothy Swope Scholarship — Dr. Samuel G. Swope of Louisville, Ky., a trustee of nion College, and F. William Swope of Elizabethtown, Ky., have established a scholarship endowment s a memorial to their parents.

Hulbert Taft, Jr., Memorial Scholarship — Mrs. Thomas C. Haydock, Sr., of Cincinnati, Ohio, as provided a scholarship endowment as a memorial to her late husband, Hulbert Taft, Jr.

The Dot Tatman Endowed Scholarships — Established by the Reverend Dr. Harold W. atman, Jr., a Union College trustee, in honor of his wife, Dot.

Teagle Foundation Appalachian Scholarships — Given by the Teagle Foundation of New ork City. The foundation was established by Walter Clark Teagle, Rowena Lee Teagle, and Walter C. eagle, Jr.

Edward Townsend Memorial Scholarship — The late Dr. Milton H. Townsend, former Vice resident of Union College and Assistant to the President for External Affairs, endowed this cholarship in memory of his father.

The Milton H. Townsend Memorial Scholarship — This scholarship was established by Irs. Betty Townsend, the family and friends of Dr. Milton H. Townsend. At the time of his death, Dr.

Townsend had served Union College for 42 years in various capacities, the latest being that of Vic President for the College and Assistant to the President for External Affairs.

Ernie Trosper Endowed Scholarship Fund – Established by Ernie and Jan Trosper. Ernie is 1955 alumnus of Union College.

Allan Tuggle Scholarships — These scholarships were funded by Allan Tuggle, M.D., of Charlotte, N. C., an alumnus of Union College.

Roy Twombly Endowed Scholarship - This scholarship was established in memory of Mr. Roy Twombly by family members.

Harry C. and Hazel B. Viall Memorial Scholarship — This scholarship is provided by the generosity of Mrs. Viall and other friends and family members in memory of the Viall's prominent r in the Barbourville community. The annual scholarship goes to a needy, qualified student with preference given to an individual from Knox County.

Mr. and Mrs. O. H. Viall Memorial Scholarships — The family of Mr. and Mrs. O. H. Viall Barbourville, Ky., has established a memorial scholarship fund at Union.

Robert E. and Ann Viall Endowed Scholarship — Established by Mr. and Mrs. Robert E. Vi of Barbourville, Ky. The late Mr. Viall was a Trustee Emeritus of Union College.

Rue and Genevieve Wesley Scholarship Fund — Established in memory of Rue Wesley and honor of Genevieve Wesley for their support of Union College and Corbin High School.

The Nevil and Ethel White Memorial Endowed Music Scholarship — This scholarship w given by family and friends of Dr. and Mrs. White. Mrs. White was a former member of the music faculty at Union College. Dr. White, her late husband, was a graduate of Union College and serve as secretary of the Union College Board of Trustees for many years.

William M. Wilson Memorial Scholarship — The late Mrs. Eva Oldfield Wilson of Barbourville, Ky., established a scholarship fund in memory of her late husband.

Dr. C.R. Wimmer Endowed Chemistry Scholarship Fund — Established by Mrs. C.R. Wimmer and friends. Dr. Wimmer was Professor of Chemistry, Head of the Chemistry Department, and Director of the Department of Physical Sciences from 1932 to 1946. He was also Academic De at Union from 1934 to 1946.

Dr. Henry M. Zimmerman Scholarship — Provided by the late Dr. Henry M. Zimmerman o Pompano Beach, Fla.

Other Endowments

Russell M. Bennett Memorial Professor of Sociology Chair — Endowed in 1946 by Mrs. Helen Hunt Bennett.

The Cumberland Gap Genealogical Collection — This collection has been endowed by D Robert M. Blake of Maysville, Ky., in memory of his late wife, Mrs. Noma Osborne Blake, who was a Barbourville native and a proponent of preserving the heritage of the mountain families of the tri-state area of Eastern Kentucky, Eastern Tennessee, and Southwestern Virginia. The collection is under the supervision of the Union College library staff and volunteers from the region.

Andrew and Emma Elizabeth Edinger Memorial Fund — This fund was established by t late Mr. Joseph Edinger in memory of his mother and father. The fund has been increased by othe members of the family and the income designated for use in the maintenance of campus buildings

James P. Faulkner Memorial Endowment — James P. Faulkner of Barbourville, Union College President from 1897 to 1905, gave property to the College, which was later sold. The inco from this investment is used for salary support for a faculty member in philosophy.

The Raymond W. Gibson, Sr., Chapel Endowment — Mr. Raymond W. "Deacon" Gibson, of Danville, Ky., established an endowment at Union College in 1979 for the upkeep and maintenan of the Conway Boatman Chapel. His son, Raymond W. Gibson, Jr., served as Campus Minister at Un College from 1974 to 1979 and is currently a Union College trustee emeritus. The late Mr. Gibson, prominent layman in the Kentucky Conference of the United Methodist Church, was a long-time friend of Union College.

Dr. Frank A. and Mrs. Eleanor Gilbert Biology Faculty Endowment — The late Dr. and

Mrs. Frank A. Gilbert established a biology department endowment to augment the salaries of the biology faculty. The annual supplement will be in addition to regular salaries. Dr. Gilbert was Professor Emeritus of Biology at Union College.

The Charles M. and Mary D. Grant Faculty Endowment — The Charles M. and Mary D. Grant Foundation of New York City has provided an endowment for faculty development at Union College. The yield from this fund will support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1989.

The Margaret Voorhies Haggin Trust of New York City has contributed to the Union College Endowment Fund. The yield from this fund will support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1989. The trust contribution is in memory of the late James B. Haggin of Lexington, Ky.

Anna E. and John William Harris Memorial Fund — The late Dr. J. William Harris established a lectureship fund in memory of his sister, Anna E. Harris, and his father, John William Harris.

The William Randolph Hearst Foundation of New York City has established an endowment for faculty development at Union College. The yield from this fund will be used to support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1987.

The Ray C. Hensley Business Simulation Center Endowment — This has been established by Cavalier Construction, Inc., of Springfield, Ohio, as a memorial to Ray C. Hensley, the father of Pamela K. Hensley Shay, an alumna and faculty member at Union College. This was established in 1990.

The Kenneth G. Herrick Faculty Endowment — Kenneth G. Herrick of Tecumseh, Mich., has established a Faculty Development Endowment at Union College. The yield from this fund will support increased faculty salaries and professional advancement for the faculty. This endowment was established in 1986.

Charles and Leona Jennings Memorial Funds — Dr. Charles M. Jennings of Marietta, Ga., has established an endowment fund in memory of his parents, Charles and Leona Jennings, the income from which is to be used to provide an annual bonus to the head of the department of biology at Union College.

The Christian A. Johnson Endeavor Foundation Endowment for Faculty Development — The Christian A. Johnson Endeavor Foundation of New York City has established an endowment to support Union College's faculty enrichment program. The yield from the endowment will support professional growth opportunities for faculty members and increased faculty salaries. The endowment was established in 1992.

William Jones Endowment Fund — The late Mr. William Jones of Barbourville, Ky., established a fund, the income from which is designated for use by the music department to purchase recordings and musical scores.

Jeffrey Kronk Memorial Endowment — This endowment, established by the Senior Class of 1967, in memory of Jeffrey Kronk, a member of that class, will assist in purchasing books for Union College's Lincoln-Civil War Collection.

Francis Landrum Memorial Professor of Religion and Philosophy — The late Mrs. Obed J. Wilson established the Francis Landrum Memorial Professorship through a bequest in 1927.

Melanie Jean Martin Trust Fund — Dr. and Mrs. O. J. Wilson, of Bowling Green, Ky., have established a memorial fund in memory of their granddaughter. The income from this fund is used to purchase library books to support the work of the English department.

Pearl Sinnett Meyer Memorial Fund — The Rev. Dr. Jesse I. Meyer has established an endowment fund in memory of his wife, Mrs. Pearl Sinnett Meyer. The income of this fund is designed for the purchase of books for the Union College library.

The Mahlon A. and Laura J. Miller Lectures — President Emeritus and Mrs. Mahlon A. Miller have established a lectureship endowment to bring to the campus from time to time distin-

guished persons to lecture on the general theme, Science and/or Technology, and Christian Doctri and/or Values.

Birg Sergent Endowment Fund — This fund was established through an insurance policy give to Union College by Mr. Birg Sergent. The proceeds of the policy at maturity will be used to fund a endowed chair in history. Mr. Sergent is from Pennington Gap, Va., a 1957 graduate of Union, and a member of the college's Board of Trustees.

The Teagle Foundation Faculty Development Endowment Fund — The Teagle Foundation o New York City has established an endowment to support Union College's faculty enrichment program. The yield from this fund will be used to support faculty salary increases and professional development opportunities for faculty members. The foundation was established by Walter Clarke Teagle, Rowena Lee Teagle and Walter C. Teagle, Jr.

Allan Tuggle Endowment Fund — Allan Tuggle, M.D., of Charlotte, N. C., an alumnus of Unio College, has established a fund, which may be augmented from time to time, the income from which is designated for scholarships, awards, and instructional support in mathematics and physic

Willson-Gross Lectures — The late Dr. and Mrs. James Willson of Floydada, Texas, established a lectureship endowment in memory of Dr. and Mrs. John Owen Gross. The purpose of the lectures is to bring annually to the campus distinguished speakers to discuss vital issues confronti the Christian student.

Colutha J. Taylor Wright Memorial Fund — The late Mr. J. S. Wright of Whitley City, Ky., established an endowment fund in memory of his wife, Mrs. Colutha J. Taylor Wright.

2003-2004 Academic Calendar

Fall 2003

August 18, Monday
Residual ACT Test – Begins Promptly at 8:00 a.m. – Centennial Hall Room 110 – $30.00 Fee
August 22, Friday
Residence halls open at 10:00 a.m. for **new students only;** First meal for new students is lunch.
August 22, Friday
Welcome Weekend for new students begins
August 23, Saturday
Welcome Weekend for new students continues
August 24, Sunday
Welcome Weekend for new students continues; Residence halls open at 10:00 a.m. for returning students
August 25, Monday
Registration/Confirmation **(required)** for NEW & RETURNING Undergraduate Students
Fall Orientation, Advising, and Registration – 8:00 a.m. for new undergraduate students not previously registered
FALL EVENING CLASSES BEGIN
August 26, Tuesday
FALL DAY CLASSES BEGIN
Continued undergraduate registration confirmation
August 28, Thursday
Last day to register for Fall 2003 classes
September 1, Monday
Labor Day – NO Classes
September 1 – 5, Monday-Friday
Constitutes the first week for refund purposes
September 3, Wednesday
Last day for schedule changes
September 4, Thursday
Opening Fall Convocation 9:30 a.m. Conway Boatman Chapel
(Required attendance by all FT students; Faculty march in Academic Regalia)
October 2-3, Thursday and Friday
Fall Board of Trustees Meeting
October 13-16 (Monday-Thursday)
Mid-semester exam week (Classes meet on regular schedule)
October 17, Friday
Undergraduate mid-semester grades due by 4:00 p.m. on Friday
October 17-19, Friday, Saturday and Sunday
Mid-semester weekend – NO FRIDAY CLASSES
October 20, Monday
Classes Resume
Last day to apply for May 2004 graduation
October 22, Wednesday
Undergraduate mid-term grades available in advisers' offices

October 24-26, Friday, Saturday, and Sunday
Homecoming Weekend
October 29, Wednesday
Seniors register for Spring 2004 semester
October 30, Thursday
Juniors and Seniors register for Spring 2004 semester
October 31, Friday
Registration for Spring 2004 for all students continues through December 2
November 5, Wednesday
Last day to elect credit/fail option
Last day to withdraw from a course with a grade of "W"
Last day to withdraw from Union College
November 25, Tuesday
Last meal served is evening dinner
November 26, Wednesday
Residence halls close at 9:00 a.m. for Thanksgiving
November 26-29, Wednesday, Thursday, Friday, Saturday,
Thanksgiving vacation – NO CLASSES Wednesday, Thursday, Friday, & Saturday.
November 30, Sunday
Residence halls open at 12:00 noon; first meal is evening dinner
December 1, Monday
Classes resume
December 3, Wednesday
Last day of Fall Semester day classes; Last day to pre-register for Spring 2004
December 4, Thursday
Reading Day – NO DAY CLASSES; Exams begin for night classes
December 4-10, Thursday, Friday, Monday, Tuesday, Wednesday
Final exams
December 10, Wednesday
Last meal served is evening dinner
December 11, Thursday
Final grades for Fall Semester due by 12:00 noon; Residence halls close at 9:00 a.m.
December 12, Friday
Residual ACT Test – Begins Promptly at 8:00 a.m. – Centennial Hall Room 110 - $30.00 Fee

Spring 2004

January 4, Sunday
Residence halls open at 12 noon; first meal is evening dinner
January 5, Monday
Confirmation for pre-registered students 9:00 a.m. – 5:00 p.m.
Orientation, advising, and registration for new undergraduate students – 8:00 a.m.
Advising and registration for **returning** undergraduate students not previously registered
SPRING EVENING CLASSES BEGIN
January 6, Tuesday
Spring Day Classes begin
Undergraduate confirmation for all remaining students **(Required)**
January 8, Thursday
Last day to register and confirm for Spring classes

anuary 12-16, Monday-Friday
Constitutes the first week for refund purposes
anuary 14, Wednesday
Last day for schedule changes
anuary 19, Monday
Martin Luther King Day – no day classes; **NIGHT CLASSES MEET ON REGULAR SCHEDULE**
anuary 22-23
Winter Board Meeting
ebruary (TBA)
Annual Phonathon
February 16, Monday
President's Day – no day classes; **NIGHT CLASSES MEET ON REGULAR SCHEDULE**
February 23-27, Monday-Friday
Mid –semester exam week (Classes meet on regular schedule)
March 1, Monday
Undergraduate mid-semester grades due by 9:00 a.m.
March 4, Thursday
Undergraduate mid-term grades available in advisers' offices
March 5, Friday
Undergraduate Spring Break begins at 4:00 p.m.; Last meal served is evening dinner
March 6, Saturday
Residence halls close at 9:00 a.m.; Saturday classes meet on regular schedule;
Spring Break begins at 12:00 noon for Graduate Students
March 14, Sunday
Residence halls open at 12:00 noon; First meal served is evening dinner
March 15, Monday
Classes resume
March 24, Wednesday
Assessment Day – No day classes; **NIGHT CLASSES MEET ON REGULAR SCHEDULE**
March 29, Monday
Last day to elect credit/fail option
Last day to withdraw with a grade of "W"
Last day to withdraw from Union College
Seniors register for May 2004, Summer 2004, and Fall 2004 Sessions
March 30, Tuesday
Juniors and Seniors register for May 2004, Summer 2004, and Fall 2004 Sessions
March 31, Wednesday
Registration for all students continues through April 20, 2004
April 9-10
Easter Vacation – NO CLASSES FRIDAY AND SATURDAY
April 15, Thursday
Honors Convocation (CBC) 9:30 a.m. – Faculty march in Academic Regalia
April 20, Tuesday
Last day for Spring semester day classes
Last day to pre-register for May 2004, Summer 2004, and/or Fall 2004 Sessions
April 21, Wednesday
Reading Day – NO DAY CLASSES; Exams begin for night classes

April 22-23
Spring Board Meeting
April 21-27
Final Exams
April 28, Tuesday
Last meal served for Spring Semester is evening dinner
Grades due for Spring Semester by 12:00 noon; Residence halls close at 12:00 noon for non-graduates
May 2, Sunday
Baccalaureate Service 9:00 a.m.; Commencement Services 11:00 a.m.
Residence halls close at 5:00 p.m. for May graduates

May Interim 2004

May 2, Sunday
Residence halls open at 10:00 a.m. for May term students; Dining hall hours to be determined
May 3, Monday
Registration for May Interim; Classes begin on regular schedule
May 4, Tuesday
Last day to register for May Interim; Last day for schedule changes (drop/add)
May 7, Friday
Last day to elect credit/fail option; Last day to withdraw with a grade of "W"
May 15, Saturday
New student orientation and registration for Fall 2004 Semester
May 21, Friday
Final exams
Students not registered for Summer 1 classes must be out of residence halls by 4:00 p.m.; Last meal served is lunch
May 24, Monday
Final grades due by 12:00 noon

Summer 2004 First Session

May 23, Sunday
Residence halls open at 10:00 a.m. for summer students; Dining hall hours to be determined
May 24, Tuesday
Advising and registration; Students may register for both summer sessions; Classes begin on regular schedule
May 25, Wednesday
Last day for graduate and undergraduate registration for Summer 1; Last day for schedule changes (drop/add)
May 31, Monday
MEMORIAL DAY OBSERVED – NO ADVISING, NO REGISTRATION, NO CLASSES
June 9, Wednesday
Last day to elect credit/fail option; Last to withdraw with a grade of "W"
June 19, Saturday
New student orientation and registration for Fall 2004 Semester
June 24, Thursday
Final exams
Students not registered for Summer II classes must be out of residence halls by 4:00 p.m.; Last

meal served is lunch
June 25, Friday
Final grades due by 12:00 noon

Summer 2004 Second Session

June 27, Sunday
Residence halls open at 10:00 a.m.; Dining hall hours to be determined
June 28, Monday
Advising and registration; Classes begin on regular schedule
June 29, Tuesday
Last day to register for for Summer II; Last day for schedule changes (drop/add)
July 5, Friday
NO CLASSES; Offices Closed
July 15, Thursday
Last day to elect credit/fail option; Last day to withdraw with a grade of "W"
July 17, Saturday
New student orientation and advance registration for Fall 2004 Semester
July 29, Thursday
Final exams; Residence halls close at 4:00 p.m.; Last meal served is lunch
July 30, Friday
Final grades due by 12:00 noon

The Faculty

***Kenneth N. Alford**, Associate Professor of Mathematics (1984)*
B.S., Texas A & M University; M.S., New Mexico Highlands University

***Paula J. Allen**, Associate Professor of Business Administration (1975)*
B.S., Cumberland College; M.A., Union College

***Joni L. Caldwell**, Professor of Psychology; Chair, Department of Social and Behavioral Sciences (1990)*
B.A., Constantin College of Liberal Arts; M.A., Ph.D., Braniff Graduate School, University of Dallas

***Robert E. Chandler, Jr.**, Professor of Biology (1989)*
A.B., Ripon College; Ph.D., Johns Hopkins University

***Margaret D. Combs**, Associate Professor of Accounting (1995)*
B.S., M.A., Eastern Kentucky University; Master of Accountancy, University of Kentucky; ABD, University of Sarasota; C.P.A.

***Tara L. Cooper**, Associate Professor of Library Science; Head Librarian (1986)*
B.S., M.S., Eastern Kentucky University; M.S.L.S., University of Kentucky

***Daniel J. Covington**, Professor of Biology; Chair, Department of Natural Sciences (1989)*
B.S., M.S., Tulane University; Ph.D., Texas A & M University

***L. James Cox**, Associate Professor of Sociology (1974)*
B.A., Cumberland College; M.S.S.W., Kent School of Social Work, University of Louisville

***Mark G. Cullum**, Assistant Professor of Health and Physical Education (2002)*
B.A., Harding University; M.S., University of Kentucky

***Feng S. Din**, Associate Professor of Special Education (1994)*
B.A., Nanjing Normal University; M. Ed., East Tennessee State University; Ed.D., University of Louisville

***Hugo A. Freund**, Associate Professor of Social and Behavioral Sciences (2001)*
B.A., Skidmore College; Ph.D., University of Pennsylvania

***V. Gay Gandy**, Assistant Professor of Music (2002)*
B.M., Mississippi College; M.M., Mississippi College, D.M.A., University of South Carolina

***James R. Garrett, Jr.**, Professor of English (1989)*
B.S., University of Alabama; B.S., M.A., University of Montevallo; Ph.D., Auburn University

***Melissa M. Garrett**, Assistant Professor of Library Science(1991)*
B.S., University of Montevallo; M.L.S., University of Alabama; M.A., Union College

***John A. Gould**, Assistant Professor of Business (1999)*
B.S., Louisiana State University; M.A., California State University; Ph.D., George Mason University

***Ella Kay Hensley**, Professor of Economics (1984)*
B.A., M.A., M.A.M.R.D., Ph.D., University of Florida

***Susan L.F. Isaacs**, Associate Professor of English Communication (2001)*
B.A., Wilmington College; M.A., University of Iowa; Ph.D., University of Pennsylvania

***Larry Inkster**, Professor of Health and Physical Education; Chair, Department of Wellness, Human Performance and Recreation Management; Head Women's Golf Coach (1973)*
B.S., M.A., Union College; M.S., Eastern Kentucky University; Ed.D., University of Kentucky

***Charles Jones**, Associate Professor of Educational Psychology(1998)*
B.S., M.S., University of Akron; Ph.D., Kent State University

***Mary Alice Lay**, Associate Professor of Education (1961)*
B.S., M.A., University of Kentucky

***Amy E. Lindsey**, Associate Professor of Psychology (2001)*
B.S., University of Pittsburgh at Bradford; M. Ed. University of Pittsburgh; Ph.D., Vanderbuilt University

***Steven Lynch**, Assistant Professor of Education (2002)*
B.S., Illinois State University; M.Ed., University of Pittsburgh; Ed.D., Candidate, Northern Illinois University

***Jeffrey C. Mallinson**, Assistant Professor of History and Religion (2001)*
B.A., Concordia University; Ph.D., Oxford University

***Christine A. Marley-Frederick**, Professor of Speech Communication; Chair, Department of English, Communication and Languages (1994)*
B.S., M.A., Ball State University; Ph.D., University of Oklahoma

***Andy Messer**, Instructor of English; Director of Outdoor Programs (1998)*
B.S., Union College; M.A., University of Louisville

Bruce W. Miracle, Instructor of Library Science and History (1995)
B.A., M.A., Eastern Kentucky University

amuel P. Moody, *Instructor of Spanish (2002)*
B.A., Georgia Southern University; M.A., Middlebury College

onda K. Moore, *Instructor of Business; Chair, epartment of Business (1989)*
B.B.A., Eastern Kentucky University; M.A., Union College

onald R. Musselman, *Associate Professor of raduate Education (2000)*
A.A., Monterey Peninsula College; B.S., East Tennessee State University; M.Ed., Ed.D, Virginia Tech.

arolyn Payne, *Instructor of Computer nformation Systems (2000)*
B.S., Union College; M.B.A., Morehead University; C.P.A.

ebecca Ansary Pettys, *Professor of Theatre 1984)*
B.A., Berea College; M.A., Northwestern University; Ph.D., Indiana University

ennis R. Rader, *Associate Professor of Education 1999)*
B.A., Oberlin College; Ed.D., University of Massachusetts

ames C. Raymondo, *Professor of Sociology; nd Associate Academic Dean (1988)*
B.A., M.A., Ph.D., University of Tennessee

arry D. Richmond, Jr., *Instructor of Library cience (2002)*
B.S., University of Cincinnati; M.S.L.S., University of Kentucky

C. Ronald Rosenstiel, *Professor of Sociology (1984)*
B.A., M.S., M.A., Ph.D., University of Kentucky

Pamela Shay, *Associate Professor of Business (1997)*
B.A., Union College; M.B.A., Eastern Kentucky University; ABD, Argosy University

Russell B. Sisson, *Associate Professor of Religion and Philosophy; Chair, Department of History, Religious Studies, Fine & Performing Arts (1997)*
B.A., Rhodes College; M.Div., Yale University; Ph.D., Emory University

Jimmy Dean Smith, *Associate Professor of English, (2000)*
B.A., University of South Carolina at Spartanburg; M.A., Hollins College; Ph.D., University of South Carolina

Cheryl A. Stewart, *Instructor of Accounting and Finance(1983)*
B.S., Union College; M..B.A., University of Kentucky; C.M.A.

Robert W. Swanson, *Dean of Education; Professor of Graduate Education (1980)*
B.S., Purdue University; M.S., Indiana University Northwest; Ed.D., Indiana University

John C. Taylor, *Professor of History (1980)*
B.A., Juniata College; J.D., Duke University; M.A., Ph.D., Pennsylvania State University

Andelys Wood, *Professor of English (1977)*
A.B., Middlebury College; Ph.D., Indiana University

Faculty Emeriti

Erwin S. Bradley, *Professor Emeritus of History and Political Science*
B.S., Juniata College; M.A., University of Michigan; Ph.D., Pennsylvania State University

Clevis D. Carter, *Associate Professor of Physical Science*
B.A., Union College; M.A., George Peabody College; University of Tennessee; University of Kentucky; Ohio State University

Constance S. Danner, *Professor Emeritus of English*
B.A., University of Nebraska; M.A., University of Nebraska; Ph.D., University of Nebraska

Dianne R. Ferris, *Professor Emeritus of English*
B.A., University of Minnesota; M.A., Ph.D., University of Washington

Allan E. Green, *Associate Professor Emeritus of Music*
A.A.M., Grand Rapids Junior College; B.M.E., W. Michigan University; M.M., Indiana University; D.H.L., Union College

Arthur H. Hafner, *Professor Emeritus of Education*
A.A., Green Mountain College; Ph.B., Muhlenberg College; M.A., Lehigh Univ.; Ed.D., Teachers College, Columbia University

W. Gordon Marigold, *Professor Emeritus of Languages*
B.A., University of Toronto; M.A., Ohio State University; Ph.D., University of Toronto

Deril K. Mays, *Professor Emeritus of Psychology*
B.S., Union College; M.A., University of Kentucky; Ed.D., University of Tennessee

Paul S. Moore, *Professor Emeritus of Health and Physical Education*
B.A., Union College; M.S., University of Tennessee; Ed.D., University of Alabama

Betty Stroud, *Professor of Music*
B.S., Northeast Louisiana State University; M.M., Louisiana State University; Ed.D., University of Illinois

Administration and Staff

***Edward de Rosset**, Interim President of the College (1985)*
B.A., Berea College; M.A., Eastern Kentucky University
***Debbie D'Anna**, Dean of Student Life (1992)*
B.A., Berea College; M.A., Eastern Kentucky University
***Lisa Jordan-Payne**, Special Assistant to the President, Director of Bonner Scholars Program (1991)*
B.A., M.A., Union College
***Thomas J. McFarland**, Vice President for Academic Affairs (1985)*
B.M., Union College; M.M., University of Akron; Ph.D., Kent State University
***Roy Paraboo**, Vice President for Business Services (2001)*
B.S., University of West Indies; M.B.A., Franklin University
***Denise Wainscott**, Vice President for Advancement (1999)*
B.S., M.A., Union College
***Andre Washington**, Dean of Admission and Financial Aid (1999)*
B.S., M.A., Union College

Office of the President

***Edward de Rosset**, Interim President*
Lisa Jordan-Payne, *Special Assistant to the President*
***Margaret Senters**, Executive Assistant (1981)*

Office of Academic Affairs

***Thomas J. McFarland**, Vice President for Academic Affairs and Dean of the Faculty*
***Kathleen Crossen**, Administrative Assistant (1999)*
B.S., Alverno College

Union College Programs a The Bennett Center of London

***Pam Shay**, Director (2001)*
Heather Jordan, *Coordinator (2003)*
***Mona Powell**, Training Specialist (1998)*
B.A., Eastern Kentucky University
***Whitney Powell**, Secretary (2003)*

Community and Wilderness Experience

***Andy Messer**, Outdoor Programs Director (199*

Graduate and Undergraduate Education

***Robert Swanson**, Dean of Education*
***Zelma Collins**, Secretary (2001)*

Library, Learning and Information Services

***Tara Cooper**, Head Librarian, Director of Learning and Information Services*
***Quetha Boles**, Library Technician and Administrative Assistant (1988)*
***Billie Daniels**, Circulation Assistant, Documents and Media Assistant (1999)*
***Melissa Garrett**, Systems and Instruction Librarian, Assistant Library Director and Technical Services Librarian*
***Bobbie Hamilton**, Library Assistant and Interlibrary Loan Clerk (1989)*
***Bruce Miracle**, Serials and Electronic Services Librarian*
***Larry Richmond**, Reference and Public Servi Librarian*

Networking and Communications

***Amy Call**, Network Support Technician (200*
B.S., Cleary College
***Tommy W. Hall**, Network Manager (1996)*
A.A.S., Ohio Institute of Photography and Technology
***Brandon Lambdin**, Web Master (2000)*
B.A., Union College

Administrative Systems

***Ellen Hensley**, Application Specialist (1995)*
B.S., Union College
***Dennis Liford**, Application and Media Specia (2000)*
B.S., Eastern Kentucky University
***Karma Nichols**, Administrative Support*

Technician, Application Specialist (1996)
A.A., A.A., Clark State University

Registrar

***Kathy Webb**, Registrar (1998)*
B.A., Eastern Kentucky University; M.A., Union College
***Daphine Keith**, Assistant Registrar (1981)*
B.S., M.A., Union College

Special Programs

Student Support Services

***Ingrid Washington**, Interim Director, Special Programs (1999)*
B.S., M.A., Union College
***Elizabeth Harris**, Secretary (1969)*
Debra Morrissey, Coordinator of Special Programs (2002)
B.S., Trenton State College; M.A., Kansas State University
***Jeffrey Perkins**, Education Specialist (2001)*
B.S., Union College

Upward Bound

***Luke Hodson**, Project Tutor/Advisor (2002)*
B.S. , Berea College
***Elizabeth Lambdin**, Project Tutor/Advisor (2002)*
B.S., Union College

Office of Admission and Financial Aid

***Andre Washington**, Dean of Admission and Financial Aid*

Admission

***Andre Washington**, Dean of Admission and Financial Aid*
***Jert Argueta**, Admission Counselor (2003)*
B.S., Union College
***Shelby Burkhart**, Assistant Dean of Admission (2000)*
B.S., Union College
***Johnna Collins**, Admission Counselor (2003)*
B.S., Union College
***Jaclyn Jones**, Admission Counselor (2002)*
B.A., Queens College
***Debbie Ross**, Admission Support Staff (2000)*
***Connie Swanson**, Admission Support Staff (1980)*

Financial Aid

***Sue Buttery**, Associate Dean of Admission and Financial Aid (1989)*
B.S., Union College
***Londa Sowders**, Coordinator of Returning Students & Endowed Scholarships (1996)*
***Betty Gray**, Administrative Assistant & Coordinator of Student Employment(1994)*

Athletics

***Darin Wilson**, Director (1998)*
B.S., M.A., Union College
***Lana Gray**, Administrative Assistant and Athletic Insurance Coordinator (1999)*
***Ronnie Chastain**, Head Athletic Trainer (2001)*
B.S., Valdosta State University; M.A., Furman University
***Chuck Coffey**, Head Cycling Coach (2002)*
***Kelly Combs**, Head Men's Basketball Coach; Head Men's Golf Coach (2002)*
B.A., M.S., Eastern Kentucky University
***Tim Curry**, Head Women's Basketball Coach; Head Women's Softball Coach (2001)*
B.S., Lindsey Wilson College
***Melissa Hay**, Head Women's Volleyball Coach (2002)*
A.S., Panola College: B.S., Augusta State University
***Bob Head**, Assistant Football Coach (2002)*
B.S., M.A., Eastern Kentucky University
***Larry Inkster**, Head Women's Golf Coach (1973)*
***Matt Powenski**, Assistant Football Coach (1997)*
B.S., Glenville State College; M.A., Union College
***Tommy Reid**, Head Football Coach (1998)*
B.S., Glenville State College; M.A., Union College
***Tyler Brock**, Head Men's & Women's Soccer Coach (2000)*
B.S., M.A., Union College
Cheerleading Coach (Vacant)

Office for Advancement

***Denise Wainscott**, Vice President for Advancement*
***Frank Newman**, Director of Alumni Relations (2002)*
B.S., Union College; J.D., Ohio Northern University
***Glenda Schilt**, Administrative Assistant (1999)*
***Jay Stancil**, Assistant Director of Public Relations (1999)*
B.A., Carson-Newman College
Director of Public Relations (Vacant)

Office of Business Services

***Roy Paraboo**, Vice President for Business Services*
***Bobbie Doolin**, Events and Purchasing Coordinator (1991)*
***Deloria Faulkner**, Assistant Business Manager,*

Student Services (2000)
***Myrlyn Lawson**, Internal Auditor (1976)*
B.S., Union College
***Lynn Smith**, Assistant Business Manager, Salary & Benefits (2000)*
***Randle Teague**, Assistant Controller (2000)*
B.S., Union College
***Gina Witt**, Business Office Operations Assistant (1999)*

Office of Student Life

***Debbie D'Anna**, Dean of Student Life*
***Kelly Eikleberry**, Associate Dean of Students (2001)*
B.A., Otterbein College; M.S. State University College at Buffalo
***Lee Ann Luxenberger**, Director of Common Partners, Coordinator of Bonner Scholars Program (2000)*
B.A., DePauw University
***Barbara Teague**, Administrative Assistant (1985)*

Campus Safety

***Michael Gray**, Safety Team Leader (1999)*
B.A., Union College
***Walter Lonnder**, Safety Team Member (2001)*
***Jeff Mills**, Safety Team Member (1998)*
***Todd Prince**, Safety Team Member (2001)*

College Minister

***Max Blalock**, College Minister (2001)*
B.S., Birmingham Southern College; M.Div., Claremont School of Theology

Presidents Emeriti

***Mablon A. Miller** (1959-1982)*
***Jack C. Phillips** (1983-1996)*

Board of Trustees

OFFICERS OF THE BOARD

Leonard Shetler, Jr., B.S.
Chairman
Thomas C. Clark, M.B.A.
Chairman Emeritus
Carl A. Pecko, Jr., M.B.A.
Vice Chairman
Gertrude M. McGuire, Ed.D.
Secretary
Jerry W. Carey, B.S.
Chairman Emeritus

EX OFFICIO MEMBERS

Edward de Rosset, M.A.
Barbourville, KY
Bishop James R. King, D.D.
Louisville, KY
Roy Paraboo, M.B.A.
Barbourville, KY

TRUSTEE EMERITI

W. Arvil Allen, D.Min.
Louisville, KY
John C. Brinson, D.D.
Louisville, KY
Billy Joe Cox, D.D.
Louisville, KY
R. Walton Gardner, D.D.
Lexington, KY
Raymond W. Gibson, Jr., D.Min.
Lexington, KY
James E. Parker, Jr., M.D.
Louisville, KY
Homer C. Rice, Ph.D.
Atlanta, GA
Harold W. Tatman, Jr., D.D.
Louisville, KY
Ralph G. Wesley, D.D.
Somerset, KY
Cecil H. Wilson, LL.D.
Barbourville, KY

AT-LARGE MEMBERS

William H. Ball, Jr., A.B.
Browns Summit, NC
James H. Burnaw, A.B.
Roswell, GA
William Martin Campbell, Th.M.
Cambridge, MA
Jerry W. Carey, B.S.
Barbourville, KY
Thomas C. Clark, M.B.A.
New York, NY
Albert D. Graham, Jr., Ph.D.
Carneys Point, NJ
George F. Hammons, RPh
Barbourville, KY
David A. Jones, B.S.
Atlanta, GA
Jeanette B. Ladenburger, M.S.
Corbin, KY
Dwight O. Miller, Ph.D.
Blountville, TN
Maxine Stanley Murdoch, Ph.D.
Ardmore, PA
Rick H. Pack, Sr., M.D.
Louisville, KY
Kenneth L. Ramsey, B.S.
Nicholasville, KY
Annette Reed, B.S.
Smyrna, GA
T. Stephen Rhodes, B.S.
Corbin, KY
James D. Rickard, B.B.A.
Louisville, KY
Birg E. Sergent, J.D.
Pennington Gap, VA
Leonard F. Shetler, Jr., B.S.
Copley, OH
William R. Strong, B.S.
Hazard, KY
Peggy Wallace, M.S.
Barbourville, KY

ALUMNI MEMBERS

Donald Lane, B.S.
Lexington, KY

KENTUCKY CONFERENCE

Donald W. Durham, D.D.
Lexington, KY
W. Patrick Hauser, J.D.
Barbourville, KY
Paul F. Isaacs, J.D.
Frankfort, KY
Gertrude M. McGuire, Ed.D.
Cynthiana, KY
R. Edward Parsons, B.A.
Harlan, KY
Carl A. Pecko, Jr., M.B.A.
Covington, KY
Roy L. Pulliam, Jr.
Hazard, KY
Robert C. Rice, D.D.
Madisonville, KY
Jane Skidmore, M.A.
Barbourville, KY
E. Ray Throckmorton, D.D.
Versailles, KY

FACULTY TRUSTEE

Daniel Covington, Ph.D.
Barbourville, KY

ALTERNATE FACULTY TRUSTEE

Ella Hensley, Ph.D.
Gray, KY

STUDENT ASSOCIATE TRUSTEES

Beth Ann Martin
Westerville, OH
Rafael Forti
Campinas, Brazil

Index

Academic Records 15
Academic Resource Center 17
Academic Scholarships 101
Academic Services 17
Accounting, Courses in 29
Address and I.D. Requirements 89
Administration and Staff 118
Admission 90
Advanced Placement 93
GED Acceptance 93
of International Students 92
Procedures 90
Requirements, undergraduate 90
to Teacher Education Program 38
Advanced Placement 93
Advising, Academic 17
Anthropology, Courses in 70
Appalachian Studies, Courses in 25
Area in English 45, 51
Area in Social Studies 45
Art, Courses in 55
Assessment Day Activities 14
Athletics 88
Attendance 8

Behavioral Science, Courses in 70
Bennett Center of London, The 19
Biology, Courses in 63
Business Administration, Courses in 31
Business, Degree Programs in 27
Business, Department of 27
Business Education, Courses in 33

Calendar, Academic 7
Campus Housing 89
Career Planning and Placement Services 17
Challenge Credit 11
Chemistry, Courses in 65
Class Attendance 8
Classification of Students 9
College Expenses 94
Combined Degrees 15
Community Education 19
Community Outreach 22
Computer Assisted Instruction 17
Computer Information Systems, Courses in 33
Concurrent Admission Program (ConAP) 21
Confirmation, registration 7
Convocations 14
Core Values 3
Correspondence Courses 13
Counseling Services 89
Course Load 7
Course Numbering System 8
Credit
Challenge 11
Transfer 13
Credit/Fail Option 9
Criminal Justice, Courses in 70
Curriculum Plans 17

Dean's List 10
Degrees
Bachelor of Arts 21
Bachelor of Science 21
Combined 15
Table of 20, 21
with Distinction 16
Deposit, Housing 97
Disability Accommodations 7

Early Start Senior Summer Program 93
Economics, Courses in 72
Education
Courses in 46
Curricula in 39
Department of 35
Employment
Work-Study 99
Endowed Scholarships 102
Endowments 108
English, Communication, Modern Languages
Department of 50
English/Communication, Courses in 52
Enrollment Deposit 97
Entrance Tests 92
Examinations and Reports of Marks 10
Expenses
Graduate 94
May Interim 94
Other 95
Summer Session 95
Undergraduate 94
Experiential Education 12

Faculty 116
Faculty Emeriti 117
Family Educational Rights and Privacy Act 15
Fees 95
Financial Assistance 98
French, Courses in 53

shman Seminar 7

) Acceptance 93
eral Science, Courses in 66
graphy, Courses in 73
ls for General Education 5
de Appeal 10
ding System 9
duation Requirements 14
nts
itutional 100
tucky Tuition 99
99
plemental Educational Opportunity (SEOG) 99

lth (Wellness), Courses in 79
lth Services 89
n School Special Program 93
ory, Courses in 55
ory, Religion, Philosophy, Ancient Languages, 55
esty, Academic 11
or Students 10
sing 89
sing Deposit 97

and Address Requirements 89
pendent Study 12
rance, Student 95
rnational Students, Admission of 92
mural Activities 88

ucky Institute for International Studies 22
ucky Tuition Grants 99

ral Education Core 22
ary & Learning Resource Center 18
s 99

r, Individualized 12
rs and Degree Programs (Table) 20, 21
keting, Courses in 34
hematics, Courses in 66
Interim Term Expenses 94
ion Statement 2

ral Sciences, Department of 63

ntation 92

hent Policy 96
Grant 99
ins Loan 99

Philosophy, Courses in 61
Physics, Courses in 68
Pre-Professional Programs 69
Presidential Laureates 10
Privacy Act 15
Psychology, Courses in 73

Quality Point Standing 9

Recreation Management, Courses in 83
Refund Policy 96
Registration confirmation 7
Religion, Courses in 59
Reserved Course Numbers 8
Room and Board 94

Scholarships
Academic 101
Alumni 101
Endowed 102
Other 101
Transfer 101
Service Learning 18
Services
Academic 17
Career Planning & Placement 17
Social and Behavioral Sciences, Department of 70
Social Life 89
Social Studies, Area in 45
Sociology, Courses in 76
Spanish, Courses in 54
Special Education, Courses in 48
Stafford Loan 99
Student Conduct 89
Student Financial Aid 98
Student Life Program 88
Student Organizations 88
Summer Orientation 92
Supplemental Instruction 17
Suspension, Academic 10

Teacher Education Program, Goals of the 38
Teacher Education, Requirements for Admission to 38
Tests, Entrance (SAT, ACT) 92
Transfer Credit 13
Tuition 94
Tutoring 17

UC INSTITUTES 19

Veterans Administration Educational Assistance 21

Wellness (Health), Courses in 79
Wellness, Human Performance, Recreation, Department 79
Withdrawal
from the College 8
Refund periods 97
Work-Study Program 99

Catalog Disclaimer Statement

While this catalog was prepared on the basis of the best information available at the time of publication, all information - including statements of fees, course offerings, admission and graduation requirements - is subject to change without notice or obligation.

Full-time students continuously enrolled at Union College ordinarily may expect to graduate under the requirements stipulated in the catalog under which they entered. Students failing to enroll for a period longer than two years will fall under the catalog in effect when they return to full-time status. Students may appeal to the Vice President for Academic Affairs for exceptions to this policy.

Failure to read this bulletin does not excuse the student from the requirements and regulations described herein.

UNION COLL

IN LI
USE ONL

Weeks-Townsend Memorial Library
Union College
Barbourville, KY 40906

Archives
378.9769 U58u
2000-2004
Union College catalogue.

11/24/2010
T 215275 3 4 00

HF GROUP – IN